



# Evaluation Report

Bureau of Educational and Cultural Affairs  
Evaluation Division

## Department of State Bureau of Educational and Cultural Affairs (ECA) Evaluation of the National Security Language Initiative for Youth (NSLI-Y)

August 25, 2020



Evaluation Division  
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

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## EXECUTIVE SUMMARY

The National Security Language Initiative for Youth (NSLI-Y) program, sponsored by the U.S. Department of State's (DOS) Educational and Cultural Affairs Bureau (ECA), provides merit-based scholarships for eligible U.S. high school students and recent graduates to learn languages not commonly taught in U.S. high schools. Participants spend a summer or an academic year studying one of eight languages (Arabic, Chinese, Hindi, Indonesian, Korean, Tajik, Russian, or Turkish) while immersed in the culture and day-to-day life of the host country by living with a host family. Summer participants have six weeks of language classes, while academic year (AY) participants have about ten months. In addition to language classes, the program includes planned excursions, activities with local peers, extracurricular and cultural activities, and community service.

The goals of NSLI-Y are:

1. To develop a cadre of Americans with advanced linguistic skills and related cultural understanding who are able to advance international dialogue, compete effectively in the global economy, and promote mutual understanding;
2. To provide a tangible incentive for the learning and use of foreign languages by providing overseas language study opportunities for American high school students; and
3. To spark a lifetime interest in foreign languages and cultures among American youth.

The purpose of the evaluation, conducted by Dexis Interactive doing business as Dexis Consulting Group (Dexis), was twofold: to examine (1) the degree to which the NSLI-Y program is meeting its stated goals and outcomes and (2) the degree to which the NSLI-Y program helps advance DOS foreign policy priorities.

## KEY FINDINGS

Overall, NSLI-Y is a high-performing program that is achieving its long-term goals. It has achieved, in its first 14 years, all of the program outcomes established by ECA, as shown in Table 1 below. Over 95% of alumni said that the program met or exceeded their expectations, and 98.5% of alumni said they would encourage someone else to apply for and accept a NSLI-Y scholarship in the program location where they studied.

*Table 1. Achievement of Program Outcomes*

Program Outcome	Evidence of Achievement
Participants will demonstrate a substantive, measurable increase in language proficiency (oral comprehension, speaking, reading, and writing), as verified through pre- and post-program assessment utilizing a standardized language assessment tool.	-With very few exceptions, all NSLI-Y participants improved their oral proficiency interview scores over the course of their programs.
Participants will demonstrate a deeper understanding of the host country's society, institutions, and culture.	-100% of NSLI-Y alumni reported improved understanding of the daily life and culture of their host countries. -More than 99% of host family respondents agreed.
Participants will share American culture with their overseas peers, and alumni will share their overseas experiences with others in their U.S. schools and communities.	-On average, NSLI-Y alumni respondents shared information about the culture of and daily life in the United States with 26 people in their program locations. -Based on the average, all NSLI-Y alumni between 2008 and 2017 may have shared information with more than 140,000 people across the NSLI-Y program locations. -On average, NSLI-Y alumni respondents shared information about their experience with 64 others in their home communities and social networks, which spread information about their experiences to every state and territory across the United States. -Based on the average, NSLI-Y alumni between 2008 and 2017 may have shared information with more than 344,000 people overall across the United States.
Alumni will continue their language learning, apply their linguistic skills in their academic, career, and volunteer activities, and/or participate in other exchanges and educational activities to further language learning.	-78.8% of alumni reported that their academic studies were at least somewhat related to the language and culture studied under NSLI-Y. -54.6% of alumni reported studying abroad again after their NSLI-Y experience. -86.3% of alumni agreed that the NSLI-Y experience led to a professional expertise they would otherwise not have developed. -43.2% of alumni indicated that their job responsibilities are directly related to their NSLI-Y language training. -52.6% of alumni indicated that their job responsibilities are related to the cultural training they received. -31.9% of alumni reported that their current community service activities are related to their NSLI-Y experience.

In addition to evidence of achievement of NSLI-Y program outcomes, the evaluation focused on answering seven primary evaluation questions, as shown in Table 2 below. For purposes of flow, Evaluation Question 1 is presented as the last one in the table.

*Table 2. Answers to Evaluation Questions*

<b>Evaluation Question</b>	<b>Detailed Findings</b>
<p>2. In what ways has participation in NSLI-Y contributed to alumni:</p> <ul style="list-style-type: none"> <li>a. Language proficiency;</li> <li>b. Academic development;</li> <li>c. Career development;</li> <li>d. Community projects/service initiatives; and</li> <li>e. Personal development.</li> </ul>	<p><b>Finding 1:</b> Almost all alumni agreed that the NSLI-Y experience was valuable and were proud to be NSLI-Y exchange students.</p> <p><b>Finding 2:</b> A vast majority of stakeholders felt the NSLI-Y program helped participants improve their language ability.</p> <p><b>Finding 3:</b> Alumni tended to continue their foreign language study after the NSLI-Y experience.</p> <p><b>Finding 4:</b> The NSLI-Y experience influenced participants' academic choices, and 78.8% of alumni reported their academic studies were related to the language and culture studied under NSLI-Y.</p> <p><b>Finding 5:</b> Many alumni, 54.6%, continued to study abroad, including returning to their NSLI-Y host countries.</p> <p><b>Finding 6:</b> More than 60% of NSLI-Y alumni perceived the experience to make their college/scholarship applications more competitive.</p> <p><b>Finding 7:</b> The NSLI-Y experience helped 86.3% of alumni develop expertise that affected their professional development/trajectory.</p> <p><b>Finding 8:</b> Most NSLI-Y alumni felt their program experience made them more competitive in the labor market.</p> <p><b>Finding 9:</b> There were more likely to be indirect, rather than direct, connections between skills and knowledge obtained through the NSLI-Y experience, and an alumni's job profile and responsibilities.</p> <p><b>Finding 10:</b> While NSLI-Y alumni tended to be community service-oriented on their own, the NSLI-Y experience had a relatively minor effect on this commitment.</p> <p><b>Finding 11:</b> Alumni, parents, program staff, and high school teachers and administrators indicated that the NSLI-Y experience, on average, made participants more mature, confident, and self-aware.</p> <p><b>Finding 12:</b> The immersion aspect of the program was viewed very favorably by all stakeholders, specifically for the opportunity it provided to "live the culture."</p> <p><b>Finding 13:</b> NSLI-Y participants have applied what they learned through the program to their studies.</p>
<p>3. In what ways have NSLI-Y participants used or benefited from the cross-cultural and leadership skills they learned as an exchange student?</p> <ul style="list-style-type: none"> <li>a. Are they utilizing their skills post-program? If so, how and where?</li> </ul>	<p><b>Finding 14:</b> General intercultural competency is the skill that the most NSLI-Y alumni reported using in both their studies (97.1%) and their careers (91.2%) beyond NSLI-Y.</p> <p><b>Finding 15:</b> More than 80% of NSLI-Y alumni demonstrate leadership behaviors in school and at work.</p>

Evaluation Question	Detailed Findings
<p>4. In what ways has participation in NSLI-Y allowed alumni to benefit their international host communities and U.S. home communities?</p>	<p><b>Finding 16:</b> All NSLI-Y participants shared information about daily life and the culture of the United States, on average with 26 people in their host communities.</p> <p><b>Finding 17:</b> Host families mostly learned about U.S. culture from day-to-day interactions with NSLI-Y participants.</p> <p><b>Finding 18:</b> NSLI-Y alumni and host family perceptions diverge on the extent of sharing of information.</p> <p><b>Finding 19:</b> All NSLI-Y alumni shared information about daily life and the culture of their host countries, on average with 64 people in their personal networks in the United States, including all states and territories.</p>
<p>5. In what ways has the program influenced changes in participants' attitudes/perceptions of world views and host countries?</p> <p>a. In what ways, if any, has the program influenced changes in a participant's (a) home communities' attitudes/perceptions of world views and host countries?; and (b) in host community attitudes/perception to world views, the U.S., and Americans?</p>	<p><b>Finding 20:</b> NSLI-Y increased 100% of participants' understanding of their host countries, particularly in terms of daily life, culture, commonly held values, and the education system.</p> <p><b>Finding 21:</b> NSLI-Y alumni report having broader world views than they did prior to their participation in the program.</p> <p><b>Finding 22:</b> NSLI-Y alumni influenced how others in their home communities perceived the daily life and culture in their host countries, with 93% of parents reporting changes.</p> <p><b>Finding 23:</b> NSLI-Y participants influenced how Americans were seen in their host communities, with 74.1% of host families reporting changes in their views, of which 92.9% were positive.</p>
<p>6. To what extent has NSLI-Y built lasting personal relationships, and strengthened relations between the U.S. and citizens of other countries?</p> <p>a. In what ways has NSLI-Y influenced the engagement of its alumni with the wider Exchange Alumni Network?</p> <p>b. In what ways do NSLI-Y Alumni continue to engage with people they met on their exchange program once they return home?</p>	<p><b>Finding 24:</b> Approximately 85% of NSLI-Y alumni remain in contact with their host families or others in their host communities at least a few times per year or more frequently.</p> <p><b>Finding 25:</b> Social media is the primary mechanism through which NSLI-Y participants remained in touch with their host families and friends after the program.</p> <p><b>Finding 26:</b> Frequency of contact with host families and others in the host community decreases over time.</p> <p><b>Finding 27:</b> Most NSLI-Y alumni (86%) remain in contact with others in their cohorts.</p> <p><b>Finding 28:</b> Only 21.5% of NSLI-Y alumni are active in ECA's Exchange Alumni Network.</p>

Evaluation Question	Detailed Findings
<p><b>7. How does this program support the following U.S. foreign policy priorities?</b>  <b>(a) Promoting U.S. competitiveness; and (b) Cultivating secure and resilient communities.</b></p>	<p><b>Finding 29:</b> NSLI-Y supports the ability of U.S. institutions and firms to compete and cooperate with counterparts in other countries.  <b>Finding 30:</b> NSLI-Y helps participants develop skills that enable them to take on careers and volunteer work that contribute to the security and resiliency of American communities.</p>
<p>1. How can ECA shape the next phase of NSLI-Y programming?</p> <ul style="list-style-type: none"> <li>a. What aspects of the program did alumni find most and least useful/beneficial?</li> <li>b. Which aspects of the program would they change?</li> <li>c. Are there any program components that alumni think NSLI-Y should add?</li> </ul>	<p><b>Finding 31:</b> Language immersion, language instruction, and home stay were the most beneficial aspects of the program.  <b>Finding 32:</b> Re-entry orientation, pre-program online courses, and pre-program online language instruction were the least useful or beneficial aspects of the program.  <b>Finding 33:</b> Program site selection does not always support the achievement of NSLI-Y's goals.  <b>Finding 34:</b> Parents found regular communication from resident directors/local coordinators to be very helpful.  <b>Finding 35:</b> Many host families were disappointed with the limited time they had to interact with students.  <b>Finding 36:</b> NSLI-Y is not perceived to reflect the diversity of U.S. high school students.  <b>Finding 37:</b> The application process is fairly onerous on parents and U.S. high schools.  <b>Finding 38:</b> Pre-program language instruction can be valuable, but its quality is not consistently high.  <b>Finding 39:</b> A small number of programs were perceived to have been poorly organized.  <b>Finding 40:</b> A few programs were perceived to have been poorly supervised, particularly in four program locations.  <b>Finding 41:</b> To maximize language learning, some summer programs could be lengthened to eight weeks.  <b>Finding 42:</b> There are mixed perceptions about the usefulness of community service activities.  <b>Finding 43:</b> Compensation for some local coordinators/resident directors and host families is not commensurate with the amount of work or local costs.  <b>Finding 44:</b> While very effective for some participants, language instruction was insufficiently flexible to meet other participants' learning needs.  <b>Finding 45:</b> There is a need to emphasize more out-of-classroom learning.  <b>Finding 46:</b> Participants studying Arabic in Morocco need more flexibility to divide their studies between modern standard Arabic and Moroccan Darija.  <b>Finding 47:</b> For the home stay to be as impactful as possible, it has to be of sufficient duration and supportive of the immersion experience.  <b>Finding 48:</b> Some NSLI-Y participants need additional support in navigating difficult home stay situations.</p>



Evaluation Question	Detailed Findings
	<p><b>Finding 49:</b> Host families and resident directors/local coordinators would like more opportunities to interact with and learn from each other.</p> <p><b>Finding 50:</b> Additional resources for applicants and parents during the application process would make NSLI-Y accessible to more qualified students.</p> <p><b>Finding 51:</b> A more targeted and in-depth orientation for host families and participants would benefit the program. Additionally, orientations should be led by personnel with recent and significant time and experience in the host country.</p> <p><b>Finding 52:</b> A full-time professional counselor should be hired in each country.</p> <p><b>Finding 53:</b> NSLI-Y should expand communication with parents.</p> <p><b>Finding 54:</b> Alumni would value expanded re-entry orientation and support for post-program language learning.</p> <p><b>Finding 55:</b> Alumni would like a more robust set of activities through the alumni network to remain connected on their return.</p>

## RECOMMENDATIONS

NSLI-Y is overall an excellent program that is performing as expected. Based on the information collected through this evaluation, the evaluation team recommends the following adaptations to address gaps identified and further strengthen the NSLI-Y experience for future participants.

**Recommendation #1: NSLI-Y should institute a more comprehensive outreach program. (Findings 36 and 50)**

To address perceptions that NSLI-Y does not reflect the diversity of U.S. high school students, ECA may wish to expand its current promotional packet and consider a more comprehensive outreach program, leveraging the willingness of alumni and alumni parents to provide testimonials and even serve as points of contact and answer questions from new applicants.

**Recommendation #2: NSLI-Y should provide different program timing options to increase the number and diversity of applicants. (Finding 41)**

To address the barrier of program timing that may discourage some potential summer program applicants, NSLI-Y should consider staggering the timing of NSLI-Y programs, at least for the languages that have larger numbers of participants. Having a little more flexibility and allowing applicants to select earlier or later windows (at least for some language options) would make the program more accessible for varied school calendars.

**Recommendation #3: NSLI-Y should ensure pre-program language instruction is more relevant. (Findings 32 and 38)**

To ensure that program participants are as prepared for the initial immersion experiences as possible, NSLI-Y should tailor pre-program language instruction to the level of the learners and ensure that it includes audio for listening and repetition.

**Recommendation #4: NSLI-Y should continue to monitor program implementation and make adaptations to meet stakeholder needs. (Findings 38, 39, 40, 42, 43, 44, and 47)**

To continue refining the program to meet stakeholder needs, NSLI-Y should continue to conduct end-of-session evaluations and adapt the program as needed.

**Recommendation #5: NSLI-Y should consider reducing or eliminating the community service activity requirement for summer programs. (Finding 32)**

To direct maximum time to the most productive language acquisition activities, NSLI-Y should consider reducing or eliminating community-service activities that are not integrally related to language-learning activities for the summer program.

**Recommendation #6: NSLI-Y should increase the flexibility of language teaching. (Findings 31, 44, 45, and 46)**

To maximize language acquisition over the course of the program, NSLI-Y should aim for flexibility in terms of pacing language instruction to ensure that as many participants' needs are met as possible.

**Recommendation #7: NSLI-Y should continue to refine screening and selection of host families. (Findings 35, 43, 47, and 48)**

To make the home stay as effective as possible for language acquisition, NSLI-Y should continue to refine host-family screening processes to ensure the best fit and minimize conflicts between NSLI-Y participants and host family members. Consider including teenaged family members in the host family interview and orientation (not just the host parents). Provide clear guidelines about the use of English in the home during the participant's stay. Ensure that program activities regularly allow for unstructured time with the host family.

**Recommendation #8: NSLI-Y should consider engaging a professional counselor on an as-needed basis. (Findings 48 and 52)**

To respond effectively to the mental health needs of the NSLI-Y participants, the program should consider engaging a professional counselor on an as-needed basis to assist with refining in-depth orientations for both participants and host families. The counselor could assist with mediating conflicts when they arise and providing mental health support that are beyond the capabilities of the Resident Director or Local Coordinator for those participants who find themselves in traumatic or overly stressful situations. For some mental health/medical issues, having remote access to a counselor would work well enough; for host family conflicts and other on-the-ground issues, the counselor would likely need to be someone with cultural knowledge to help bridge the gaps when these issues emerge.

**Recommendation #9: NSLI-Y should ensure that all staff have annual training on management and reporting of critical incidents involving participants. (Findings 40 and 48)**

To provide appropriate support to NSLI-Y participants who find themselves in difficult or dangerous situations, NSLI-Y should ensure that all program staff in direct contact with NSLI-Y participants have annual refresher training on appropriate handling of critical incidents and the organization's policies on dealing with critical incidents.

**Recommendation #10: NSLI-Y should devise a standard practice for communicating regularly with parents while their children are on the program. (Findings 34 and 53)**

To improve parent satisfaction and connectedness to the NSLI-Y program, NSLI-Y should consider making a weekly parent newsletter a standard part of the communication while participants are on program.

**Recommendation #11: NSLI-Y should leverage existing resources to make post-program language resources available. (Finding 54)**

To maintain high levels of interest and proficiency in critical languages among alumni, ECA should consider making post-program language resources available to NSLI-Y alumni or directing them to available resources, particularly for the least commonly taught languages.

**Recommendation #12: NSLI-Y should revise the elements of its re-entry orientations. (Findings 32 and 54)**

To reduce dissatisfaction with the re-entry orientation, NSLI-Y should review its contents and rebalance the focus of the orientation to better meet the information needs of the alumni.

**Recommendation #13: ECA should consider developing a cross-program alumni engagement strategy. (Findings 28 and 55)**

To address the gap identified in alumni engagement activities, NSLI-Y should consider developing a strategy for phased engagement with NSLI-Y alumni at different stages in their lives. Such a strategy might include leveraging the activities and networks from YES, CLS, Boren, and other relevant programs to maintain alumni interest and connection to the ECA and NSLI-Y “brands.”

## INTRODUCTION

The National Security Language Initiative for Youth (NSLI-Y) is a program of the U.S. Department of State's (DOS) Educational and Cultural Affairs Bureau (ECA) designed to increase the number of American youth (ages 15 to 18) who learn critical foreign languages in support of the U.S. foreign policy goals of increasing national security, promoting U.S. competitiveness, and involving the robust participation of youth. NSLI-Y programs accelerate and advance participants' language skills through a combination of structured classroom language instruction and less formal interactive and applied learning opportunities, including interaction with host families or peers, community service opportunities, and cultural activities.

NSLI-Y provides merit-based scholarships for eligible U.S. high school students and recent graduates to learn languages not commonly taught in U.S. high schools. Participants spend a summer or an academic year studying one of eight languages (Arabic, Chinese, Hindi, Indonesian, Korean, Tajik, Russian, or Turkish) while immersed in the culture and day-to-day life of the host country and while living with a host family. Summer participants have six weeks of language classes, while academic year (AY) participants have about ten months. In addition to language classes, the program includes planned excursions, guided internships, activities with local peers, extracurricular activities, cultural activities, and community service.

The goals of NSLI-Y are:

1. To develop a cadre of Americans with advanced linguistic skills and related cultural understanding who are able to advance international dialogue, compete effectively in the global economy, and promote mutual understanding;
2. To provide a tangible incentive for the learning and use of foreign languages by providing overseas language study opportunities for American high school students; and
3. To spark a lifetime interest in foreign languages and cultures among American youth.

ECA has identified four concrete program outcomes for NSLI-Y:

1. Participants will demonstrate a substantive, measurable increase in language proficiency (oral comprehension, speaking, reading, and writing), as verified through pre- and post-program assessment utilizing a standardized language assessment tool.
2. Participants will demonstrate a deeper understanding of the host country's society, institutions and culture.
3. Participants will share American culture with their overseas peers, and alumni will share their overseas experiences with others in their U.S. schools and communities.
4. Alumni will continue their language learning, apply their linguistic skills in their academic, career, and volunteer activities, and/or participate in other exchanges and educational activities to further language learning.

The purpose of this evaluation, conducted by Dexis Interactive doing business as Dexis Consulting Group (Dexis), is twofold: to examine (1) the degree to which the NSLI-Y program is

meeting its stated goals and outcomes, and (2) the degree to which the NSLI-Y program helps advance DOS strategic policy priorities.

## Evaluation Questions

To determine the extent to which the NSLI-Y program is meeting its stated goals and outcomes, this evaluation was designed to answer seven key evaluation questions:

1. How can ECA shape the next phase of NSLI-Y programming?
  - a. What aspects of the program did alumni find most and least useful/beneficial?
  - b. Which aspects of the program would they change?
  - c. Are there any program components that alumni think NSLI-Y should add?
2. In what ways has participation in NSLI-Y contributed to alumni:
  - a. Language proficiency;
  - b. Academic development;
  - c. Career development;
  - d. Community projects/service initiatives; and
  - e. Personal development.
3. In what ways have NSLI-Y participants used or benefited from the cross-cultural and leadership skills they learned as an exchange student?
  - a. Are they utilizing their skills post-program? If so, how and where (in government, business, or non-profit sectors)?
4. In what ways has participation in NSLI-Y allowed alumni to benefit their international host communities and U.S. home communities?
5. In what ways has the program influenced changes in participants' attitudes/perceptions of world views and host countries?
  - a. In what ways, if any, has the program influenced changes in a participant's home communities' attitudes/perceptions of world views and host countries?
  - b. In what ways, if any, has the program influenced changes in host community attitudes/perception to world views, the United States, and Americans?
6. To what extent has NSLI-Y built lasting personal relationships, and strengthened relations between the U.S. and citizens of other countries?
  - a. In what ways has NSLI-Y influenced the engagement of its alumni with the wider Exchange Alumni Network?
  - b. In what ways do NSLI-Y Alumni continue to engage with people they met on their exchange program once they return home?
7. How does this program support the following U.S. foreign policy priorities?
  - a. Promoting U.S. competitiveness; and
  - b. Cultivating secure and resilient communities.

The remainder of this report discusses the methodology used to conduct the evaluation, the findings, conclusions, and recommendations. For the purposes of flow, the Findings section of this report has been reorganized to answer evaluation questions two through seven and conclude with evaluation question one.

## NSLI-Y Background

NSLI-Y began in 2006 with two languages, but expanded rapidly to include seven languages by 2008, with the eighth (Bahasa Indonesian) added in 2018. Overall, the program has supported approximately 6,000 U.S. high school-aged beneficiaries in their study of strategic foreign languages and cultures. This evaluation examines the results of NSLI-Y programs for alumni cohorts from 2008 through 2017 (i.e., 2017 summer session and 2017-2018 academic year), representing approximately 5,390 scholarship awards and 5,143 unique individuals (as some received two awards).

NSLI-Y is implemented by American Councils for International Education, with substantial administrative support from AFS-USA and iEARN-USA. In addition to these three main partners, an additional 22 placement organizations have participated in NSLI-Y since its inception.<sup>1</sup>

## METHODOLOGY

The Dexis evaluation team, consisting of Christine Allison (Team Leader), Amun Nadeem (Evaluation Specialist), and Adelaide Bryan (Research and Senior Project Associate), employed a mixed-methods approach to obtain the data required to answer the key evaluation questions identified above. As little was available in the way of baseline data, much of the rigor in the evaluation comes from triangulating responses across a range of stakeholders.

The team completed the data collection in three phases: (1) document review and initial interviews between November and December 2018; (2) international fieldwork in China, Estonia, India, Latvia, Moldova, Morocco, South Korea, Tajikistan, and Turkey between March and August 2019;<sup>2</sup> and (3) domestic data collection between December 2019 and April 2020. The purpose of this phased approach was two-fold: it allowed each phase to inform the next, and it provided ample time for Office of Management and Budget (OMB) clearance of the collection of data from U.S. citizens as required by the Paperwork Reduction Act of 1995.

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<sup>1</sup> These organizations include Alabama State University, American Cultural Exchange Services (ACES), Americans Promoting Study Abroad (APSA), AMIDEAST, Boston EDF, Chicago Public Schools, China Institute in America, Chinese Language and Cultural Center of Maine, Concordia Language Villages, Eastside Memorial Global Technical High School, Ferris State University, Legacy International, Manlius Pebble Hill School, Palos Verde Peninsula United School District, Portland Public Schools, Russian American Foundation, State University of New York (SUNY) at Stony Brook, University of Delaware, University of Hawaii, University of Minnesota, University of North Carolina at Charlotte, and University of Wisconsin.

<sup>2</sup> Originally, Russia was to be included as a site; however, Russia's Data Localization Law (which came into force in 2015) requires that all data collected about Russian citizens remain within Russia. Between the logistical difficulties of complying with the law and the concerns of the IPs about how data collection on behalf of the U.S. Government might be perceived, it was determined that it would be more effective to collect data on the Russian language programs in other sites, namely Estonia, Latvia, and Moldova.

## **Document Review**

In the initial phase of the evaluation, the Dexis team undertook a document review that included quarterly and annual reports, recruitment and promotional materials, weekly and monthly monitoring reports (monthly reports submitted by implementing partners [IPs] that indicate the total number of participants in-country), outreach presentations, and other documents provided by ECA and NSLI-Y IPs, to mine as much information as possible about the program. In addition to administrative reports and data, alumni blogs and success stories were included to capture some of the more qualitative aspects of the participants' experiences.

## **Primary Data Collection Methods by Stakeholder Group**

The following sections outline each of the stakeholder groups included in the evaluation, as well as data collection methods used to gather data from each. To protect the privacy of all individuals involved in the program, IPs contacted alumni, parents, and host families and asked all who were interested in participating to opt into the evaluation, at which point their contact information was provided to the evaluation team. All data collection instruments are located in Annex B.

### **IMPLEMENTING PARTNERS**

We engaged the IPs in Phase 1 of data collection. Between November 6 and 20, 2018, the Dexis team conducted key informant interviews (KIIs) with the 11 current IPs to obtain their perspectives on the administrative strengths and weaknesses of the program and to gather information on alumni outcomes (including the lead implementer, American Councils, and its two major partners, AFS-USA and iEARN-USA). In total, 16 individuals participated in interviews (as some interviews included more than one representative of the organization).

### **ALUMNI**

As a result of the opt-in process used to engage alumni in the evaluation, 1,269 alumni initially indicated their interest in participating in a survey, with an additional 144 signing up during the survey period. In total, 1,259 individuals started the survey and 1,096 completed the survey. The overall alumni response rate (for answering any of the survey questions) was 21.3%. The team also conducted 14 focus group discussions (11 in-person, 3 virtual) with a total of 65 alumni from 6 metro areas.

### **PARENTS**

The parent survey ran from December 7, 2019 to February 22, 2020. In total, 849 individuals started the survey and 775 completed the survey, well above the 701 expected responses reported in the OMB submission. The overall parent response rate (for answering any of the survey questions) was 7.5%. Additionally, the team held 12 focus groups (9 in-person, 3 virtual) with 84 total participants.



## LOCAL COORDINATORS/RESIDENT DIRECTORS

As international data collection (Phase 2) began, in-country data collection teams (comprised of one or two people) first tried to contact local coordinators<sup>3</sup> and resident directors by phone and/or email (contact information provided by each IP). The teams interviewed 24 local coordinators and resident directors<sup>4</sup> (current and past) from the various programs and countries. Table 3 below shows the distribution of respondents by country.

*Table 3. Local Coordinator/Resident Director Interviews by Country*

Country	Number of Local Coordinators/Resident Directors Interviewed
China	3
Estonia	1
India	2
Latvia	2
Moldova	3*
Morocco	2
South Korea	6*
Tajikistan	3
Turkey	2
<b>Total</b>	<b>24</b>

\* Denotes that one of the respondents was involved in pilot testing the instrument.

## HOST FAMILIES

As a result of the opt-in process used to engage host families in the evaluation, 216 families opted in for the survey, and 136 families completed the survey (63%). In addition, 70 host families from across programs and countries opted to participate in focus groups. No families opted in for focus groups in Turkey or Estonia; therefore, no focus groups were held in either location. Table 4 below shows the number of host family focus groups per location.

*Table 4. Host Family Focus Groups by Country*

Country	Number of Host Family Focus Groups	Locations
China	4	Beijing, Nanjing, Suzhou, Xi'an
India	1	Pune
Latvia	1	Daugavpils
Moldova	2	Chisinau
Morocco	3	Rabat, Marrakesh
S. Korea	2	Jeonju
Tajikistan	2	Dushanbe
<b>Total</b>	<b>15</b>	

<sup>3</sup> Local coordinators may have been staff hired directly by the IP or staff of an IP's partner organization in a particular site.

<sup>4</sup> Some resident directors were U.S. nationals who are now living in the U.S. Additional resident directors will be interviewed as part of the domestic data collection phase once OMB approval has been received.

## COMMUNITY SERVICE ORGANIZATIONS

The final key stakeholder group in host countries is the community service organizations that hosted NSLI-Y participants. Ten NSLI-Y partners provided the names and contact information for one to two community service organizations that had hosted NSLI-Y students during their programs. In total, 29 people representing 23 community service organizations were interviewed, as shown in Table 5.

*Table 5. Community Service Organization Interviews by Country*

Country	Number of Community Service Organizations Interviewed
China	6
Estonia	1
India	4
Latvia	1
Moldova	4
Morocco	3
South Korea	2
Tajikistan	0
Turkey	2
Total	23

## U.S. HIGH SCHOOL TEACHERS AND ADMINISTRATORS

The final stakeholder group to be engaged was U.S. high school teachers and administrators. As part of site visits and through follow-up phone interviews, the team interviewed 12 foreign language teachers and administrators to identify how they learn about and promote study abroad and exchange opportunities, the changes they saw in NSLI-Y alumni, and the barriers that students might face in applying for and accepting a NSLI-Y scholarship.

## DATA ANALYSIS

Following the data map developed as part of the evaluation design, the Dexis team analyzed and triangulated the data from all sources at the end of the data collection period.

### QUANTITATIVE DATA ANALYSIS

The data from the host family, alumni, and parent surveys was analyzed using STATA. Data were cleaned prior to analysis, checking specifically for any redundant entries, out-of-range responses, straight lining, and other indicators of invalid responses. The team then ran descriptive statistics and calculated aggregate answers where needed. Finally, the team analyzed the data for statistically significant differences by subgroups (Chi Square and/or Fischer Test) for country of study, language learned, duration of program, cohort year, sex, and age at time of program participation. Any findings of differences between subgroups of respondents (for example: men and women, respondents who studied in China versus respondents who studied in Turkey) that are strong enough to be unlikely to have occurred by chance are denoted in the text of the report with a p-value; for example ( $p = .05$ ). The p-value represents the probability that the correlations between the factors cited (differences by sex, by age, by country of study, etc.) would *not* be valid for the entire population if all alumni had responded to the survey. Therefore,

( $p = .05$ ) means that there is a 95% probability that the correlation found in the survey responses would be at least as strong as it is for the entire population of alumni, and ( $p < .001$ ) means that there is a 99.9% probability that the finding would be at least as strong for the entire population of alumni.

The team also calculated Cronbach's alpha to test the reliability of the leadership emergence scale used to capture leadership behaviors. Overall findings and statistically significant differences are documented in this report. Where no subgroup differences are identified, the analysis yielded no statistically significant differences. In several cases (particularly on items related to information sharing), the analysis revealed covariance by country of study and language studied variables. As the information-sharing topics were related to the country of study (rather than the language studied), differences are reported by country of study.

## QUALITATIVE DATA ANALYSIS

The Dexis team developed an initial coding scheme for content analysis, which was used and refined in the coding of all qualitative data. In-country focus groups and interviews were conducted in the local language, and the in-country partners produced topline focus group reports in English based on the themes provided for content analysis and added new codes for emergent themes they identified that were not included in the original list.

For consistency, key informant interview and focus group notes were coded in Excel according to the coding scheme, with each document being reviewed at least twice to ensure that the data had been fully coded. The team used Ripple Effect Mapping (REM) with focus group data to analyze alumni trajectories and the spread effect on communities and on stakeholders other than the alumni. As a second round of analysis, all the qualitative and quantitative data were triangulated to validate the findings across stakeholder groups.

## LIMITATIONS

Selection bias is a significant limitation in this report. All categories of respondents effectively opted in, and there is no way for the evaluation team to know how those who opted in differ from those who opted out. Therefore, the team relied heavily on triangulation to reduce selection bias as much as possible. Response rates were particularly low among host families. Although ECA determined it was appropriate to allow implementing partners to manage the opt-in process, the evaluation team has had no access to any records that indicate the total unique number of host families between 2008 and 2017. It is not clear what percentage of the host families each partner contacted, nor if they contacted host families selectively or at all (for example, in Turkey where the program had had no participants for two years). Further, the extremely low opt-in rate prevented the team from conducting any country-level analyses, which limits the utility of the data, as programs varied within and across countries and over time.

The alumni response rate of 21.3% was also lower than the anticipated 35%. While the total number of responses was sufficient to conduct rigorous analyses, the numbers of respondents for earlier program years was lower than would have been ideal. Further, alumni survey responses

were heavily skewed toward male respondents, who represented 69.8% of survey respondents but comprised only 35.4% of unique NSLI-Y scholarship recipients. It is important to treat differences reported by sex cautiously.

In addition, other common challenges to both quantitative and qualitative data collection remain, particularly poor recall (predominantly for those who hosted only early in the program) and performativity (responding in socially desirable ways, especially if someone may lose face with an honest answer).

## FINDINGS

### EVALUATION QUESTION 2: ALUMNI DEVELOPMENT

*Finding 1: Almost all alumni agreed that the NSLI-Y experience was valuable and that they were proud to be a NSLI-Y exchange student.*

Almost all (99.5%) of alumni survey respondents agreed that the NSLI-Y experience was valuable, with a vast majority (96%) indicating that they “strongly agreed.” This predominantly positive sentiment significantly<sup>6</sup> varied across age ( $p < .001$ ) and program location ( $p < .001$ ), indicating that these factors affected the way the program was perceived. 99.5% alumni respondents agreed (95.2% strongly agreed) that they were proud to be a NSLI-Y exchange student with significant differences across location ( $p < .001$ ) and sex ( $p < .001$ ). Alumni from China had the most positive reaction, followed by Russia and South Korea. Females were marginally prouder of their experience.

### LANGUAGE PROFICIENCY

*Finding 2: A vast majority of stakeholders felt the NSLI-Y program helped participants improve their language ability.*

All stakeholders attributed improved language proficiency in students to the NSLI-Y program. They mentioned results varied based on both personal motivation and the starting point for each student, but in general, improvement was seen in almost all students. Based on program documents provided by ECA and American Councils, improved oral proficiency interview (OPI) scores were seen across the board with very few exceptions.

*Finding 3: Alumni tended to continue their foreign language study after the NSLI-Y experience.*

A majority of alumni respondents (79.9%) continued their foreign language study after returning from their NSLI-Y experience. Most (63%) studied for 1-3 additional years, with overall experiences ranging from no additional study (<1%) to more than 5 years of additional study (5.3%). There were significant subgroup differences by program location ( $p = .022$ ); alumni from the China program were most likely to continue their language study. Many alumni indicated that they informally continued their language study and so they were not able to accurately define the extent of their study. Additionally, within this group, 15.1% of alumni indicated that they would have liked to formally continue but did not have opportunities at their place of education and/or home. The highest percentage of those not continuing for lack of opportunity, by language, were: Hindi (33%), Turkish (29%), and Tajik (28%), Korean (23%), Russian (19%), Arabic (14%), and Chinese (6%).

### ACADEMIC DEVELOPMENT

*Finding 4: The NSLI-Y experience influenced participant academic choices, broadening their horizons, and opening up new avenues.*

A majority of parents (79.5%) reported NSLI-Y contributed a great extent to their child's academic development, and these responses did not vary significantly by subgroup. Most alumni (91.4%) reported that NSLI-Y led to them developing an interest they would not have developed otherwise, with significant differences by program location ( $p = .032$ ) and language ( $p = .05$ ). 64.6% of respondents agreed that their educational pursuits have been relevant to their NSLI-Y experience, with significant differences by program country ( $p = .002$ ) and sex ( $p = .045$ ).

A large majority of alumni respondents (78.8%) indicated that their academic studies were at least somewhat related to the language and cultural study under NSLI-Y, with significant subgroup differences by age ( $p = .044$ ), program location ( $p < .001$ ), and language ( $p < .001$ ). Most significant influential impacts were demonstrated in alumni from NSLI-Y programs in Taiwan, followed by Turkey, China, and South Korea, respectively. Almost two-thirds, 64.1% of respondents agreed that their NSLI-Y experience has been relevant to their educational opportunities, with significant differences by program year ( $p < .001$ ), program duration ( $p = .031$ ), and sex ( $p = .045$ ). Summer-only and male participants reported most positively about NSLI-Y's relevance to educational opportunities.

***Finding 5: Many alumni continued to study abroad, including returning to their NSLI-Y programming country.***

Over half, 54.6%, of alumni respondents, reported studying abroad post their NSLI-Y experience; 44.8% of them in their NSLI-Y programming country. There were significant cross-group differences by program duration ( $p = .017$ ), age ( $p < .001$ ), year ( $p = .017$ ), location ( $p < .001$ ), language ( $p < .001$ ), and sex ( $p = .059$ ).

***Finding 6: The NSLI-Y experience was perceived to make students college/scholarship applications more competitive.***

In all, 63.8% of alumni respondents who applied for university scholarships thought that the NSLI-Y experience made their applications more competitive, with significant differences by program duration; proportionally, most positive perceptions were found in summer-only participants. Information drawn from focus groups indicates that this disparity is likely the result of many academic year participants completing NSLI-Y in a gap year between high school and university after deferring entrance to university. Therefore, their college and scholarship applications were completed prior to their participation in the program.

## **CAREER DEVELOPMENT**

***Finding 7: The NSLI-Y experience helped alumni develop expertise that affected their professional development/trajectory.***

A majority of parents reported that NSLI-Y affected their child's career choice "to a great extent," with significant variance by sex ( $p = .001$ ). In addition, 86.3% of alumni respondents at least somewhat agreed (56% very strongly agreed) that the NSLI-Y experience led to a professional expertise they would otherwise not have developed, with significant differences by age ( $p = .022$ ), program location ( $p = .020$ ), and language ( $p = .051$ ).

***Finding 8: Most NSLI-Y alumni felt their program experience made them more competitive in the labor market.***

The impacts of NSLI-Y lasted through higher education into their job searches, as 75.6% of alumni respondents felt that the NSLI-Y experience made their job applications more competitive, with significant differences by program year ( $p = .026$ ).

***Finding 9: There were more likely to be indirect, rather than direct, connections between skills and knowledge obtained through the NSLI-Y experience, and alumni's job profile and responsibilities.***

Less than half (43.2%) of alumni respondents indicated that their current job responsibilities are directly related to their NSLI-Y language training, with significant differences by program year ( $p = .011$ ). A little more than half of respondents (52.6%), however, indicated that their job responsibilities relate to the cultural training they received, with significant differences by program year ( $p = .011$ ) and program duration ( $p = .034$ ). In focus group discussions, alumni indicated that their overall personal growth (discussed in detail below) likely affected their interviewing skills as well as job etiquette. One alumni focus group participant mentioned that even though he now works in a large corporation that has no connections to the language or country that he studied as part of NSLI-Y, he thinks the everyday experiences from NSLI-Y helped him develop into a better-rounded employee.

## **COMMUNITY PROJECTS/SERVICE INITIATIVES**

***Finding 10: While NSLI-Y alumni tended to be community service oriented on their own, the NSLI-Y experience had a relatively minor effect on this commitment.***

In total, 73.1% of alumni respondents indicated that they have at least some degree of involvement in community service activities; out of these individuals, 31.9% reported that their current community service activities are related to their NSLI-Y experience, with significant differences by sex ( $p = .074$ ). Similarly, many parents (34%) thought the NSLI-Y experience had a moderate effect on their child's community service activities. In interviews and focus groups, alumni specifically mentioned community service as one of the weaker aspects of the NSLI-Y program; a finding that is more relevant for the shorter summer programs rather than the academic year programs.

## **PERSONAL DEVELOPMENT**

***Finding 11: All stakeholders indicated that the NSLI-Y experience, on average, made participants more mature, confident, and self-aware.***

According to host families and local coordinators, students tended to be shy and quiet in the first few weeks, but most of them became much more engaged and attached to their host families. They also became much more comfortable venturing out on their own, and sometimes understood public transportation better than the local host families.

In interviews, U.S. teachers and administrators cited numerous changes in the NSLI-Y alumni, but the most common trait they noticed was greater maturity, beyond what they typically see



over a summer or a year. A majority of parents (85%) reported that the NSLI-Y experience affected their child’s personal development “to a great extent,” with significant differences by sex ( $p < .001$ ). In focus groups, parents mentioned that they noticed their children had a greater sense of self and that they were more willing to go out and get what they want. They also noticed their children sought out greater opportunities and attributed this to greater direction and confidence in their abilities.

In focus groups, numerous alumni reported how the NSLI-Y experience improved their sense of flexibility, adaptiveness, and awareness of themselves. This awareness included the preconceived notions or stereotypes held as well as how to understand other perspectives. Alumni also reported that the experience impacted their sense of confidence and independence, influenced their career focus and professional skillset, as well as how they deal with stress management. A minority of alumni reported no significant change.

Alumni completed questions from the Brief Resilience Scale (see Table 6), and scored 3.71 on average, which is higher than typically seen for respondents in this age group. Alumni respondents credited their NSLI-Y experience with positive impacts on their self-control and stress management, conflict resolution and ability to negotiate, critical thinking and problem-solving, decision making, self-confidence, perspective taking, cross-cultural communication, flexibility and adaptability, and responsibility. Across these traits, there were significant cross-group differences by year, with 2017 participants reporting the most positive impacts; by program location, with the strongest impacts in Turkey, Russia, India, and Morocco, respectively; by age, with 16-year-olds having the strongest positive responses; by program duration, with AY participants having the strongest positive responses; and by language, with Tajik having the weakest impact and Chinese and Korean faring the best.

*Table 6: Personal Development Indications*

Behavioral Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<b>I tend to bounce back quickly after hard times.</b>	4 (0.37%)	69 (6.36%)	154 (14%)	527 (49%)	331 (31%)
<b>I have a hard time making it through stressful events.</b>	155 (14%)	536 (49%)	213 (20%)	162 (15%)	19 (2%)
<b>It does not take me long to recover from a stressful event.</b>	6 (1%)	136 (13%)	240 (22%)	535 (49%)	167 (15%)
<b>It is hard for me to snap back when something bad happens.</b>	163 (15%)	584 (54%)	202 (19%)	125 (12%)	9 (1%)
<b>I usually come through difficult times with little trouble.</b>	9 (1%)	168 (16%)	307 (28%)	479 (44%)	120 (11%)
<b>I tend to take a long time to get over setbacks in my life.</b>	196 (18%)	611 (56%)	180 (17%)	85 (8%)	13 (1.2%)

## CULTURAL KNOWLEDGE/ UNDERSTANDING OF HOST COUNTRY

*Finding 12: All stakeholders favorably viewed the immersion aspect of the program, specifically for the opportunity it provided to “live the culture.”*

Across all interviews and focus groups, parents and alumni sang praises for the immersion aspect that allowed participants to “live the culture,” put them on the spot, and forced them to learn



things that would not always be possible in a classroom setting. Respondents shared how the first few days or weeks were sometimes difficult, as they did not understand the culture and felt out of place. The discomfort, however, gave way to them trying new things and building a holistic (and in most cases, appreciative) understanding of the new country and culture they were in.

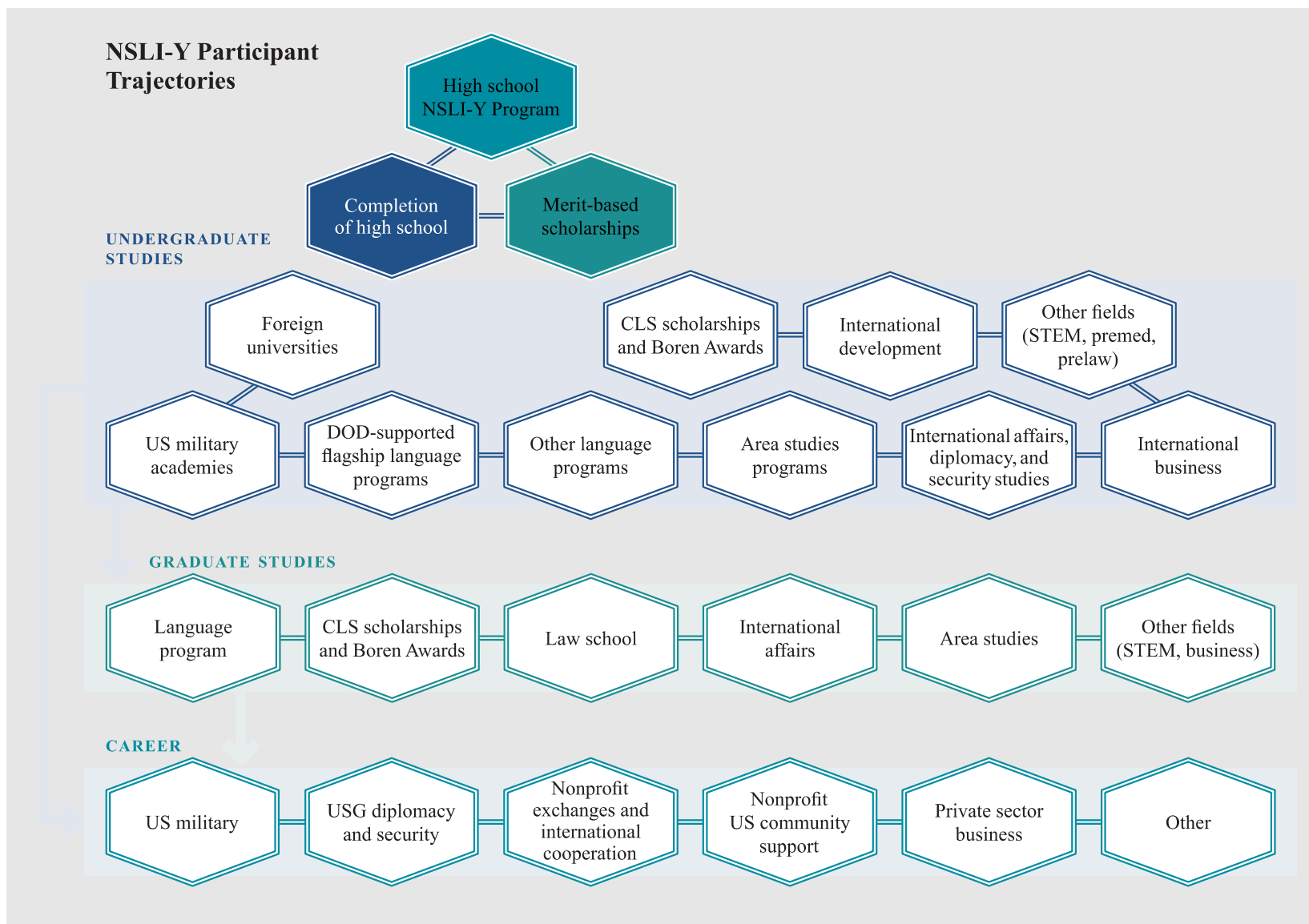
Only two parents reported that their child/children did *not* gain a greater understanding about his/her host country. There were significant cross-group differences by gender ( $p < .001$ ), with a stronger impact for females, and by year ( $p = .075$ ), with the strongest impact reported in 2017, followed by 2016 and 2014.

***Finding 13: NSLI-Y participants have applied what they learned through the program to their studies.***

The skill the most alumni (97.1%) reported using in their studies was the general intercultural competency that they gained through their program experiences. A majority of alumni respondents also reported that they used the knowledge of the language they studied (83.8%) and the culture in which they were immersed (91.2%) during their NSLI-Y experience, with significant differences across program language ( $p < .001$ ) for the former, and country ( $p = .001$ ), year ( $p = .030$ ), age ( $p < .001$ ), and sex ( $p = .032$ ) for the latter. Similarly, just 75.9% of alumni respondents indicated using the leadership skills they developed in their NSLI-Y experience, with significant differences by program year ( $p < .001$ ) and sex ( $p = .053$ ). Finally, a majority of alumni respondents (72.5%) indicated that their NSLI-Y experience helped develop their study skills and habits with significant differences by program location ( $p = .010$ ), language ( $p = .003$ ), and year ( $p < .001$ ).

The NSLI-Y program, therefore, was quite useful for participants to advance their personal development in a range of ways. They have applied these different skills and knowledge in a wide range of settings based on their educational and career goals. Figure 1 below shows NSLI-Y alumni trajectories that the evaluation team was able to map by collating different streams of data collection.

Figure 1. Ripple Effect Map: NSLI-Y alumni trajectories



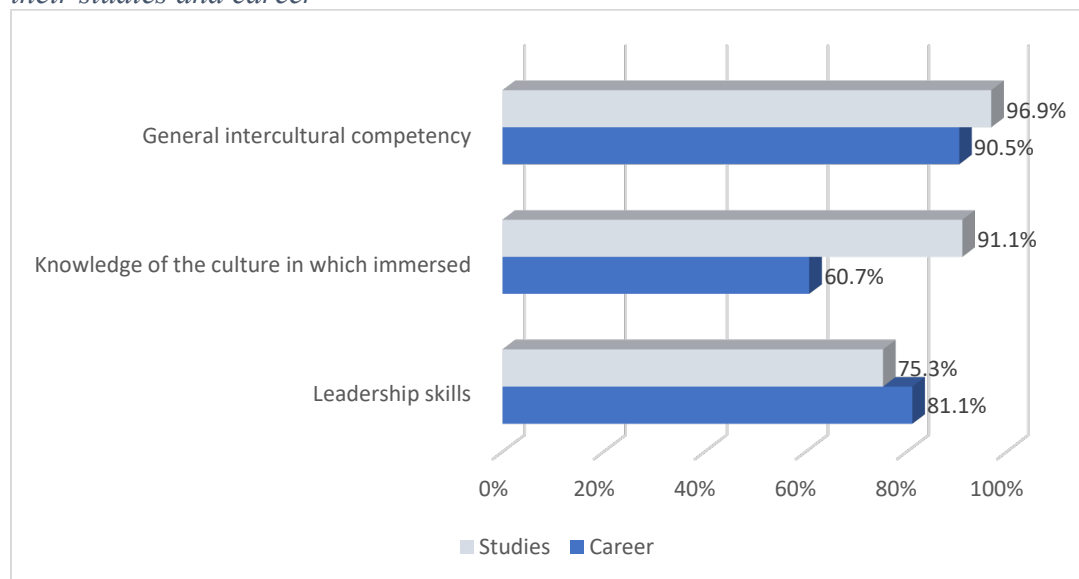
## EVALUATION QUESTION 3: USE OF CROSS-CULTURAL AND LEADERSHIP SKILLS

***Finding 14: General intercultural competency is the skill that the most NSLI-Y alumni reported using in both their studies and their careers beyond NSLI-Y.***

Alumni, parents, U.S. high school teachers and administrators, and local coordinators and resident directors all agreed that NSLI-Y improves the general intercultural competency and leadership skills of its participants. One local coordinator summarized that the experience helps the students “develop as global citizens,” and a U.S. high school administrator (herself a Fulbright alumna) said, “the experience of being in a new country (seeing, interacting, meeting, living) is immensely valuable.”

Almost all (96.9%) of alumni survey respondents reported that they had applied the general intercultural competency skills they had gained through NSLI-Y in their school settings. These skills were also applicable in the workplace, with 90.5% of alumni who were working reporting that they used those skills in their work as well, as shown in Figure 2.

*Figure 2. Cross-cultural and leadership skills gained through NSLI-Y that alumni have used in their studies and career*



In focus groups, alumni described using their general intercultural competency skills to adjust to living with roommates in college who had different life experiences and expectations than they had, to attend an overseas university, to study abroad again (often in a different country than where they studied for NSLI-Y), or to engage in volunteer work in the local community. Seven percent of parent survey respondents also said in unprompted, open-ended responses that their children are using their cross-cultural skills in a daily capacity or in all areas of their lives.

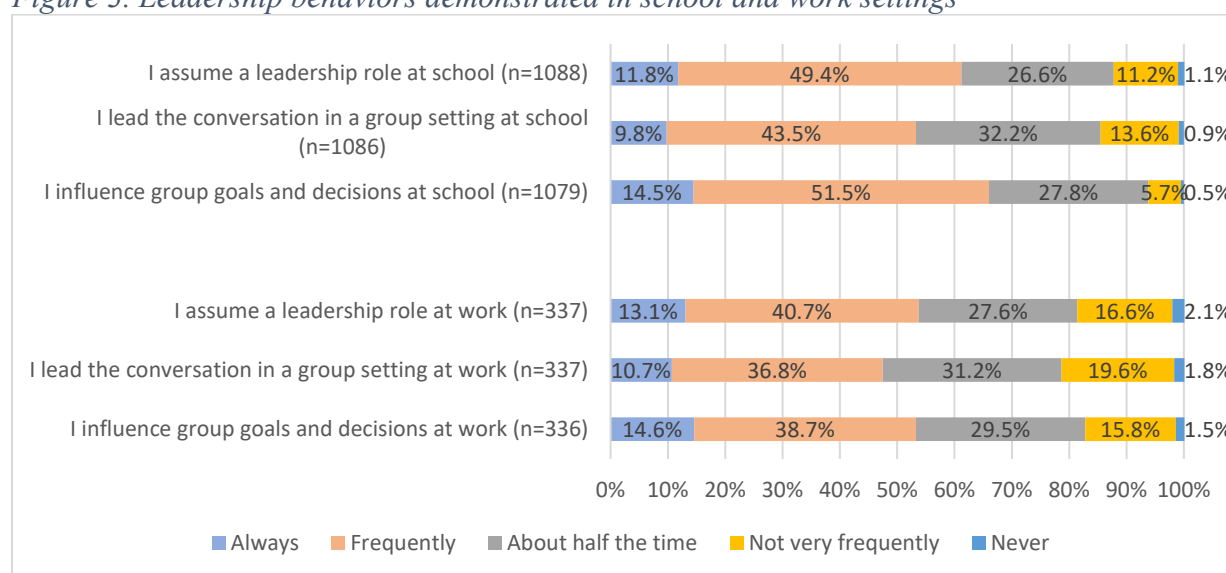
Alumni in focus groups identified increased self-confidence as a key outcome, which contributed to their willingness to take on leadership roles. A majority of parent survey respondents, 67.8%, highlighted the growth in their children’s confidence and leadership skills since the NSLI-Y

experience. Teachers and high school administrators similarly noted that alumni exhibit greater self-confidence, patience, and tolerance than their peers. They have also developed somewhat more critical thinking skills and self-awareness, which lead to improved leadership skills.

***Finding 15: NSLI-Y alumni demonstrate leadership behaviors in school and at work.***

Using Kent and Moss's (1990) leadership emergence scale, the majority of NSLI-Y alumni demonstrate leadership behaviors in their academic settings ( $\alpha = .7805$ ), and even more so in their work settings ( $\alpha = .8786$ ). This finding is consistent with those reported in Figure 2, in which a greater percentage of alumni reported using their leadership skills at work than in their studies.<sup>5</sup> Figure 3 shows the distribution of NSLI-Y alumni on leadership behaviors in school and work settings.

*Figure 3. Leadership behaviors demonstrated in school and work settings*



While other studies using this scale have identified differences by sex or gender role, the only statistically significant difference in the NSLI-Y alumni was based on the language they chose to study ( $p = .008$ ). While the overall percentage of alumni who always or frequently engage in leadership behaviors was 60.7%, responses were highest among those studying Hindi (77.3%) and Arabic (70.6%) and lowest among those studying Turkish (44.1%), Russian (51.6%), and Korean (51.8%).

<sup>5</sup> This finding is also consistent with findings in other studies in which this scale has been used (see Allison, C. Chapman, D., Houston, S., Hunziker, L., Lovegrove, P., Pham, H.T., Tran, B.X., & Roberts, K. (2018). *Scholarly Exchanges and Cooperation in STEMM Fields between the United States and Vietnam: Achievements and Impact, 2000-2018*. Washington, DC: Vietnam Education Foundation.

## EVALUATION QUESTION 4: BENEFITS TO INTERNATIONAL HOST AND HOME COMMUNITIES

NSLI-Y has contributed to “making the world seem smaller” in both host and home communities. Host families and institutions have learned a great deal more about the United States through their interaction with NSLI-Y students. Based on host family focus group responses, impacts seem to be more significant in smaller cities or in locations with fewer international connections or linkages (for example, Dushanbe compared to Beijing). Community service projects are another pathway through which many NSLI-Y programs could bring benefits to host communities, but the limited time available and the short-term nature of the engagement for summer programs means that the work performed is of minimal value to the community service organization host. Academic year students’ community service may have significant impact within specific organizations, but time is still limited and none of the community service hosts could articulate how even very valuable assistance with social media strategies or translation of key materials improved the reach of their services in the community.

Similar to the experiences of host families and institutions, parents and U.S. teachers and administrators identified the sharing of information about their NSLI-Y experiences as the most important impact on their communities. Some teachers and administrators felt the alumni enriched their school communities, particularly, for example, by starting foreign language clubs. However, one U.S. high school administrator shared her frustration that there was little time for students to leverage their increased self-confidence and leadership skills in school activities for the benefit of the school at large as most returning students were seniors and focused on the next step in their studies. Alumni reported similar effects at their universities, starting foreign language or cultural interest clubs where they did not exist, organizing international festivals, and other activities to broaden awareness of other countries’ languages and cultures. Outside of school, alumni and parents identified community service activities including tutoring (in English or the language they studied) or services for immigrants that benefitted the community more broadly.

As information-sharing was most commonly considered the most important benefit to both host and home communities, it will be useful to examine more closely what kinds of information alumni shared in each case.

### SHARING U.S. CULTURE IN HOST COUNTRIES

***Finding 16: The average NSLI-Y participant shared information about the United States with 26 people in her/his host community.***

On average, NSLI-Y alumni shared information about the culture of and daily life in the United States with 26 people in their program locations, which represented a total of 22,565 people reached by the 865 alumni who reported specific numbers of people. Assuming that average figure is a reasonable estimate, all NSLI-Y alumni between 2008 and 2017 would have shared information with more than 140,000 people across the NSLI-Y program locations. On average, female participants shared information with more people than did male participants ( $p = .004$ ),

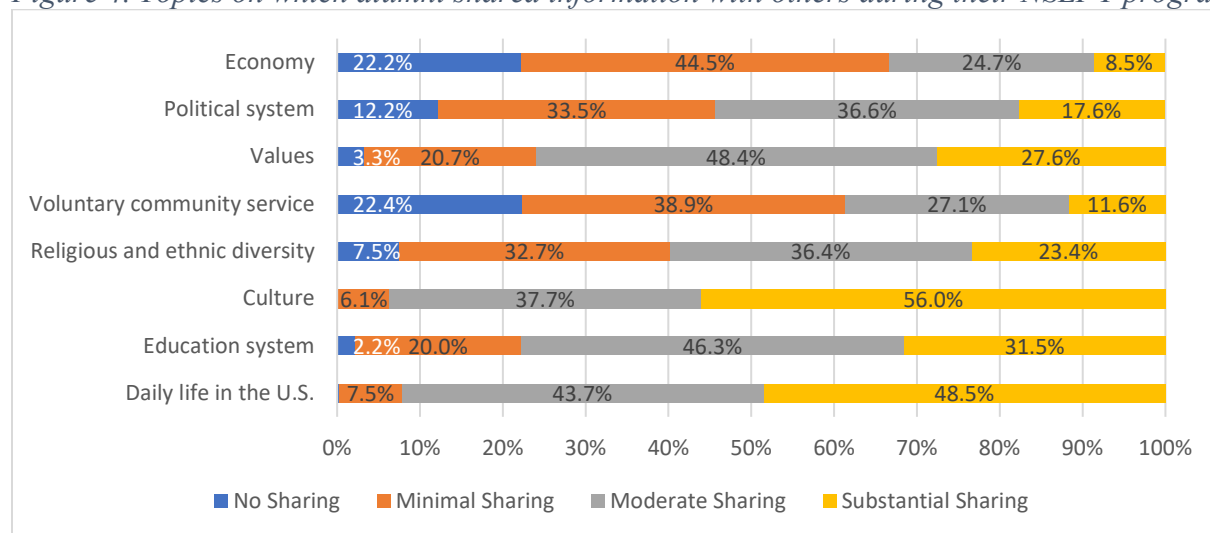
and academic year participants shared information with more people than did summer participants.

***Finding 17: Host families mostly learned about U.S. culture from day-to-day interactions with NSLI-Y participants.***

NSLI-Y alumni reported that they engaged in both formal and informal information sharing opportunities while on the program. NSLI-Y participants typically made presentations about their homes and lives in their classes, the institutions where they studied, and, in some cases, to the organizations where they conducted their community service activities. The most effective learning about the United States and its culture, however, came through day-to-day interactions with the participants, according to host families and local coordinators.

NSLI-Y alumni shared a wide range of information with others while they were on the program, as shown in Figure 4. The most frequently discussed topic was American culture, followed closely by daily life in the United States. No differences emerged by any subgroup of alumni in the extent of their sharing about daily life, but the extent of sharing about culture did vary significantly by year of program ( $p < .000$ ). The extent of sharing about American values and voluntary community service also varied by year (respectively,  $p = .011$  and  $p = .033$ ), in a similar pattern to sharing about culture. There was no clear trend, however, and those differences may be attributable to differences in what participants took away from their orientations about appropriate levels of sharing about American values and culture.

*Figure 4. Topics on which alumni shared information with others during their NSLI-Y programs*



Alumni who were in Taiwan and India reported greater sharing of information on the U.S. education system than did those in other countries (48.3% and 47.7%, respectively,  $p < .001$ ). Sharing information about religious and ethnic diversity also varied by country ( $p = .007$ ), with the most substantial sharing reported in India (46.7%), Taiwan (41.4%), and Morocco (29.9%) and least in Tajikistan (9.4%) and South Korea (18.6%).

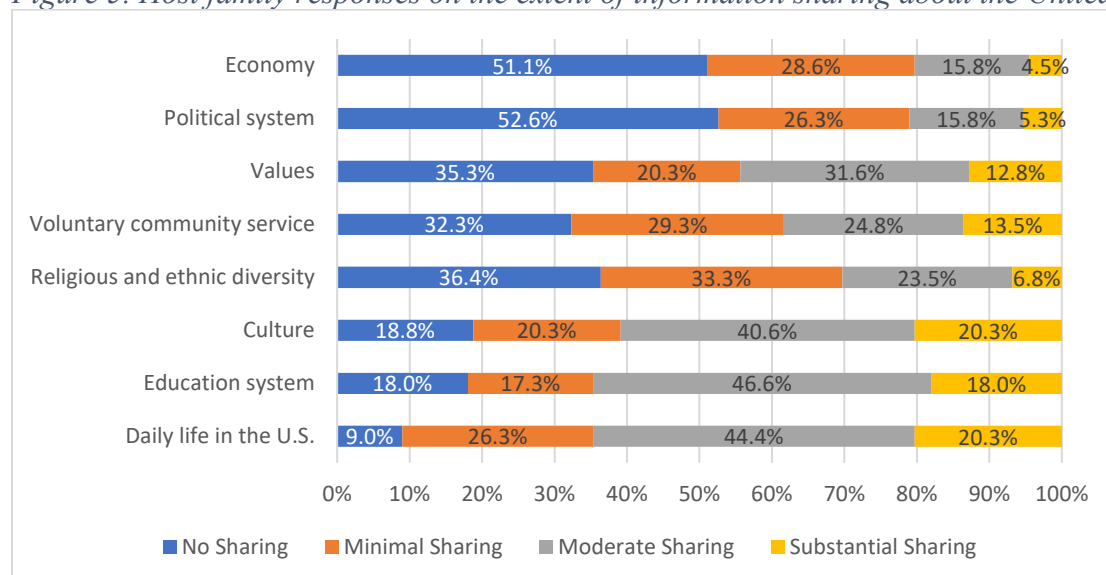
Sharing information about the U.S. economy or political system varied across a wide range of factors: sex, country of study, and duration of program. Proportionally, more women reported

substantial and moderate sharing about the economy than men ( $p < .001$ ). They similarly reported more substantial and moderate sharing about the U.S. political system than men ( $p = .011$ ) also. One again, differences emerged by country, with more alumni reporting significant and moderate sharing about the U.S. political system in India (75.6%), Jordan (66.0%) and Taiwan (65.6%) than in other countries, and the fewest alumni reporting substantial or moderate sharing in South Korea (42.9%) and Tajikistan (48.4%,  $p = .008$ ). Sharing about the U.S. economy was lower overall but was particularly low in South Korea (20.0%) and was highest in Russia (37.3%) and China (37.1%,  $p = .044$ ). Finally, significantly more summer program participants reported no sharing about the economy than academic year participants ( $p = .026$ ). More summer participants also reported no sharing about the U.S. political system, but the differences were not statistically significant.

***Finding 18: NSLI-Y alumni and host family perceptions diverge on the extent of sharing of information.***

Despite the alumni's perceptions that they shared extensively with their host families and others, host families felt that students were very interested and curious about the host country and culture, but that they did not actively share information about the U.S. (Figure 5). Instead of bringing up information about their lives and homes, they only talked about home when asked, as shown in the figure below. Some local coordinator and resident director respondents noted that students may have been advised in some countries to not share certain kinds of information that might be sensitive or highlight the differences in standards of living between the student's home community and host community. Another explanation offered by alumni was that, although language fluency increases as a result of the program, for a majority of summer program participants in particular, the short duration of the program does not allow time for them to learn the specialized vocabulary they may need to share some information effectively with their host families. As the host family sample is quite small, it is also likely that the survey data are not representative of host families as a whole and may underestimate the amount of sharing that has occurred.

*Figure 5. Host family responses on the extent of information sharing about the United States*



Even if the host family data are not representative of all host families, it seems that there is a lost opportunity when NSLI-Y participants are reticent to actively share information when there is no advice against doing so. Host families are certainly eager to engage with their exchange students, and clearly feel that there is still much they could learn about the United States from the NSLI-Y participants.

## **SHARING HOST COUNTRY CULTURE IN THE UNITED STATES**

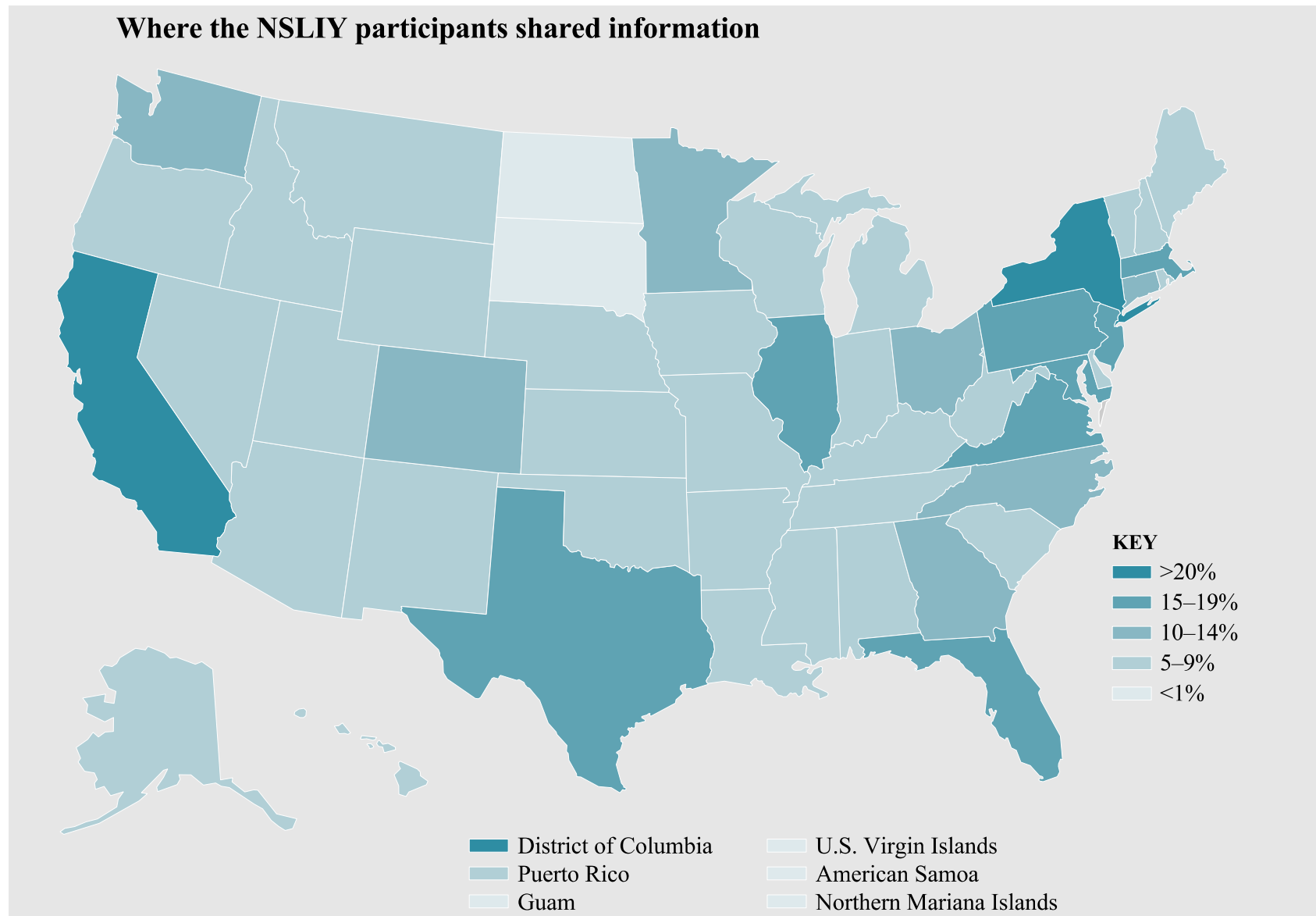
***Finding 19: The average NSLI-Y participant shared information about her/his host country with 64 people in her/his personal network in the United States.***

On their return, all NSLI-Y respondents shared information about their experience with others in their home communities. On average, NSLI-Y alumni shared information about the culture of and daily life in their program locations with 64 people in the United States, which represented a total of 55,052 people reached by the 862 alumni who reported specific numbers of people.

Assuming that average figure is a reasonable estimate, all NSLI-Y alumni between 2008 and 2017 would have shared information with more than 344,000 people across the United States. Alumni reported that the spread of information about their experiences reached every state and territory across the United States, as shown in Figure 6.



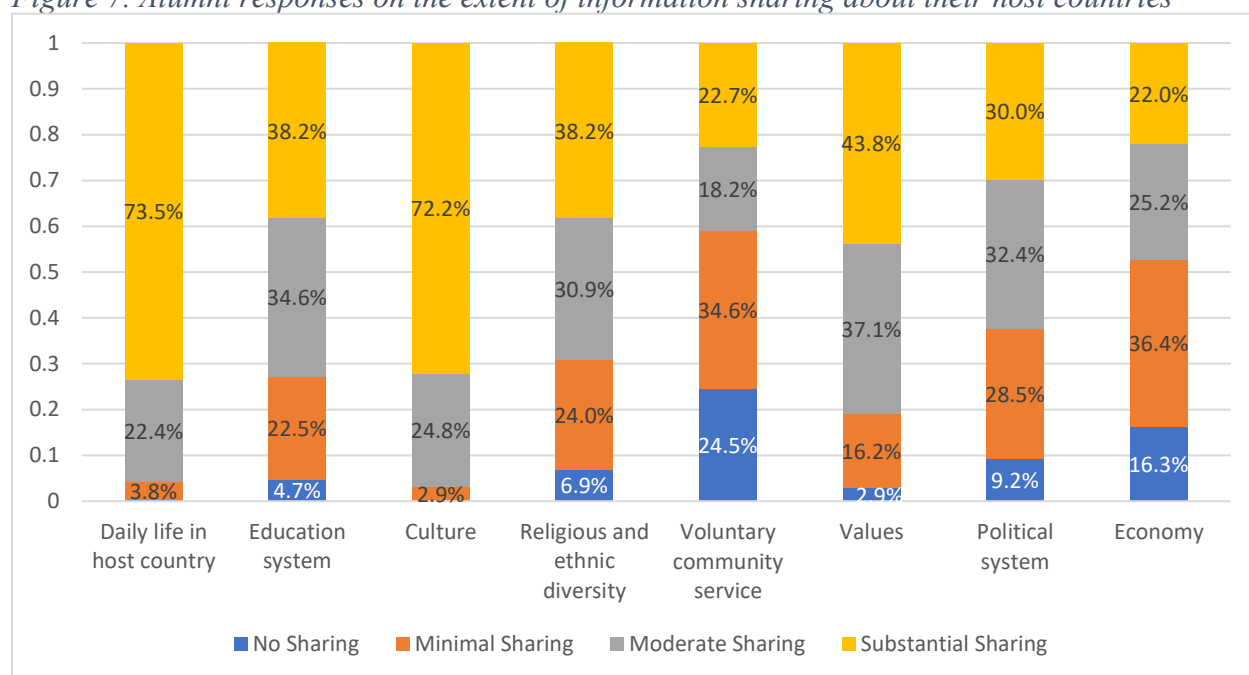
Figure 6. Spread of information by NSLI-Y alumni across the United States



As with their experiences sharing information while on the NSLI-Y program, alumni also shared information formally and informally upon their return. Almost all students returning to high school after NSLI-Y shared at their high schools, while many of those going on to university did not have an opportunity to do so. A large number of alumni also reported sharing information on their blogs or social media accounts, and some estimated their reach using those outlets to be in the thousands.

Similar to their experience sharing information in their program locations, NSLI-Y alumni shared most about daily life in their host communities and the culture of the host countries. The extent to which they shared information about daily life varied by country ( $p = .037$ ), with Jordan and Turkey having the most participants who shared substantially (83.0% and 82.4%, respectively), and India and Tajikistan having the fewest participants who shared substantially (60.0% and 64.5%, respectively). Figure 7 below summarizes the degree of information sharing by topic.

*Figure 7. Alumni responses on the extent of information sharing about their host countries*



Similarly, sharing information about predominant national values and religious and ethnic diversity also varied by country ( $p < .001$  for both). The most substantial sharing about predominant national values was reported by alumni who studied in Jordan (53.2%), Russia (53.0%), and Tajikistan (51.6%), while the lowest reported substantial sharing was in South Korea (35.5%) and India (35.6%). A majority of alumni who had studied in Jordan (70.2%), Turkey (55.9%), Morocco (54.6%), and India (51.1%) reported substantial sharing on religious and ethnic diversity, while fewer than one-third did who studied in South Korea (29.8%) and China (28.0%). In addition, more alumni in earlier years said they had shared substantially than alumni in later years ( $p = .016$ ).

Sharing information about the host country economy or political system varied by both sex and country. Proportionally, more women reported substantial sharing about the host country political system than men ( $p < .001$ ). They similarly reported more substantial sharing about the host country economy than men ( $p = .010$ ). Differences in information sharing about host country political systems were significant ( $p < .001$ ), with higher levels of sharing being reported for Jordan, Tajikistan, and Taiwan and lower levels of sharing for India and South Korea. Differences in information sharing on host country economies also emerged ( $p = .051$ ), with the least sharing occurring about Morocco and India, and the most sharing occurring about Tajikistan and China.

Finally, academic year alumni reported greater sharing of information on the local education systems than did summer participants (85.1% moderate or substantial compared to 70.8%,  $p = .031$ ), which is likely a result of their regular contact with the local education systems.

High school administrators also reported that alumni expended considerable effort sharing information about the NSLI-Y program voluntarily in informational meetings that the school holds on extracurricular and summer activities for parents and students. Much of what they shared was related to the structure of the program, logistics and security, the experiences they had, and their reflections on its utility for them as they move forward with their studies. Administrators thought this information was very valuable for potential applicants and their parents as they considered applying, but that photos the alumni shared were critical to engaging the audience and making the opportunity real for prospective applicants. In addition, some teachers reported that they had students make presentations in their foreign language classes, typically around the time that the application process started, to encourage other students to apply for the opportunity. Similar information was shared as in the information meetings, but often with greater emphasis on the language classes and benefits of home stay for language acquisition.

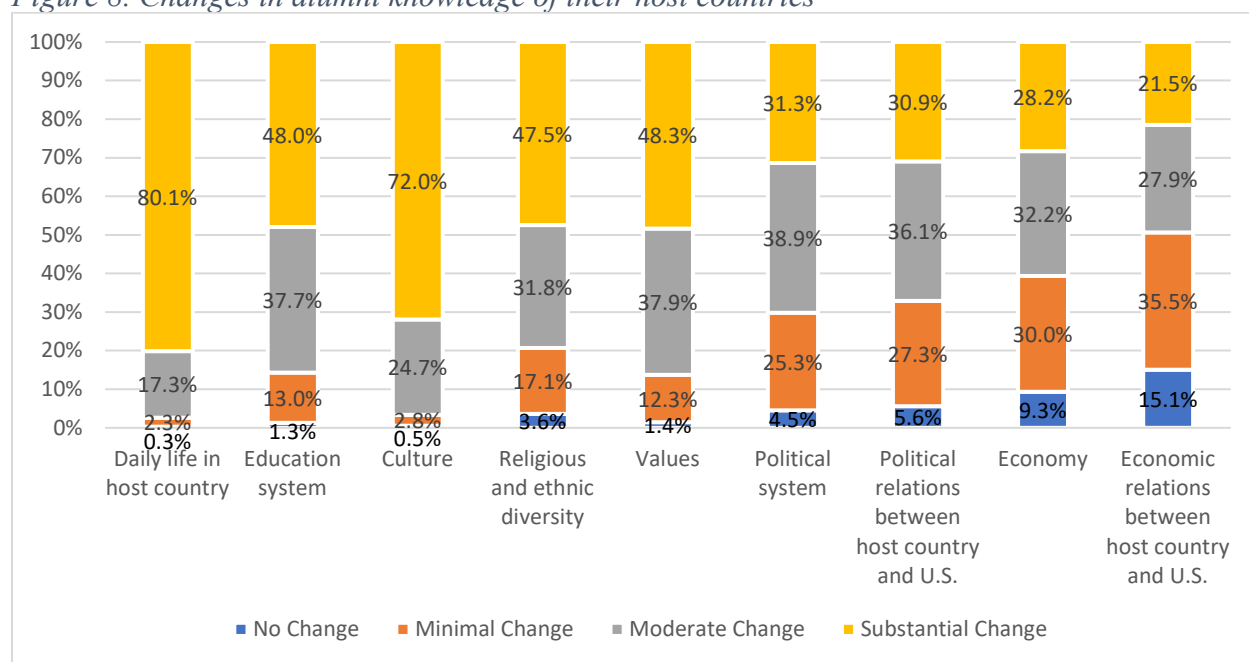
## EVALUATION QUESTION 5: CHANGES IN PARTICIPANTS' ATTITUDES/PERCEPTIONS OF WORLD VIEWS AND HOST COUNTRIES

### CHANGES IN PARTICIPANTS' ATTITUDES/PERCEPTIONS OF WORLD VIEWS AND HOST COUNTRIES

*Finding 20: NSLI-Y significantly increased its participants' understanding of host countries.*

NSLI-Y alumni reported extensive changes to their understanding and knowledge of their host countries. As shown in Figure 8, more than 80% of alumni reported significant change in their understanding of daily life. Even those topics on which they may have had little exposure, such as economic and trade relations between countries, almost half of alumni reported significant or moderate change. Host families and parents concurred with the alumni's self-assessments, as more than 99% of those respondents reported that the alumni's knowledge of the host country increased.

*Figure 8. Changes in alumni knowledge of their host countries*



Alumni's extent of change in knowledge on daily life and education system varied by duration of program, program year, and country. As would be expected, academic year participants reported greater understanding than their summer peers (for daily life,  $p = .035$ , and for education system,  $p < .000$ ). The analyses by program year revealed no clear trend, only fluctuations in the extent of change in understanding (for daily life,  $p = .040$ ). Differences by country appear to be correlated with duration of program, and likely reflects where the concentration of academic year programs are rather than a difference related to the countries themselves.

Many hosts mentioned that they also changed American perceptions about the host countries and people. For instance, some NSLI-Y participants in Morocco seemed to come with some negative stereotypes about the freedoms and security in Morocco. However, after a few days they got used to the new setting and realized what they had heard on the news was not accurate. Similarly, some NSLI-Y students were surprised when they saw how developed Shanghai was, as they had not expected that.

***Finding 21: NSLI-Y alumni report having broader world views than they did prior to their participation in the program.***

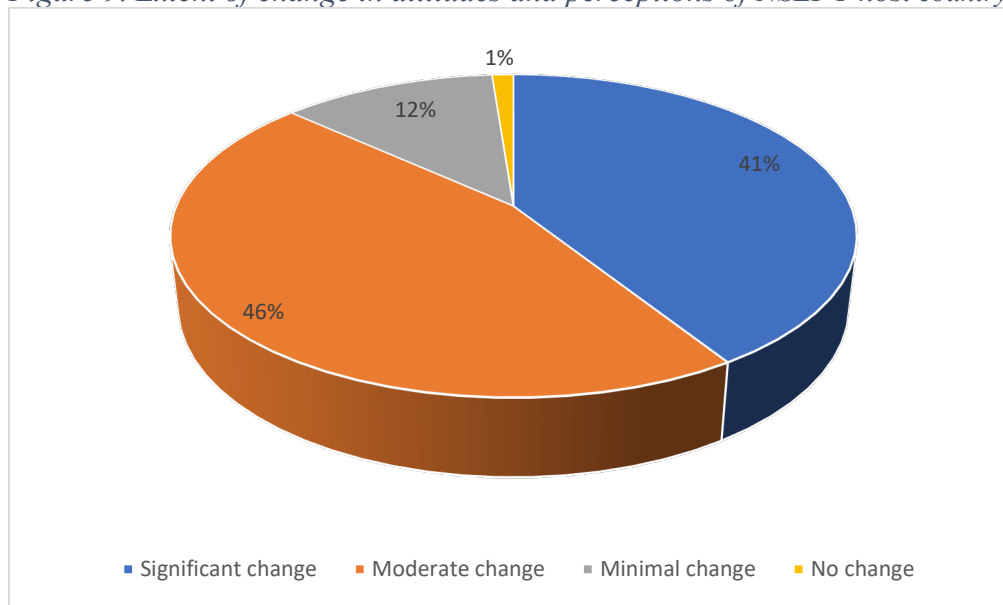
Alumni who participated in focus groups described a significant broadening of their worldviews and the ability to see multiple sides of an issue. They described how they learned to appreciate the nuances in their host families' views of their own governments and their roles in the wider global affairs. They came to appreciate different views of how the United States engages with other countries in the world on a wide range of issues, from climate change to human rights to economic development.

## **CHANGES IN PERCEPTIONS AND ATTITUDES IN HOME COMMUNITIES**

***Finding 22: NSLI-Y alumni influenced how others in their home communities perceived their host countries.***

NSLI-Y participants shared their new knowledge about their program locations extensively with family, friends, and others in their social networks. While it is difficult to gauge the impact of that information sharing overall, NSLI-Y alumni estimated the impact on the person with whom they shared the most information. NSLI-Y alumni estimate that 87% of the people with whom they shared the most information experienced significant or moderate change in their perceptions of the host country, as shown in Figure 9. Alumni focus group participants felt the information they shared was thoughtfully considered by those with whom they shared it, and that they were able to change perceptions in some ways.

Figure 9. Extent of change in attitudes and perceptions of NSLI-Y host country



Significant differences emerged by country of study; more respondents who studied in Jordan, Morocco, Tajikistan, and Taiwan reported that the information they shared yielded significant changes in attitudes and perceptions than those who studied in other countries ( $p < .001$ ).

Parents' responses about the extent to which the information shared changed their own perceptions were a bit lower than what alumni estimated for those with whom they shared most, but overall, 29% of parents reported significant change, 42% reported moderate change, 22% reported minimal change, and 6% reported no change.

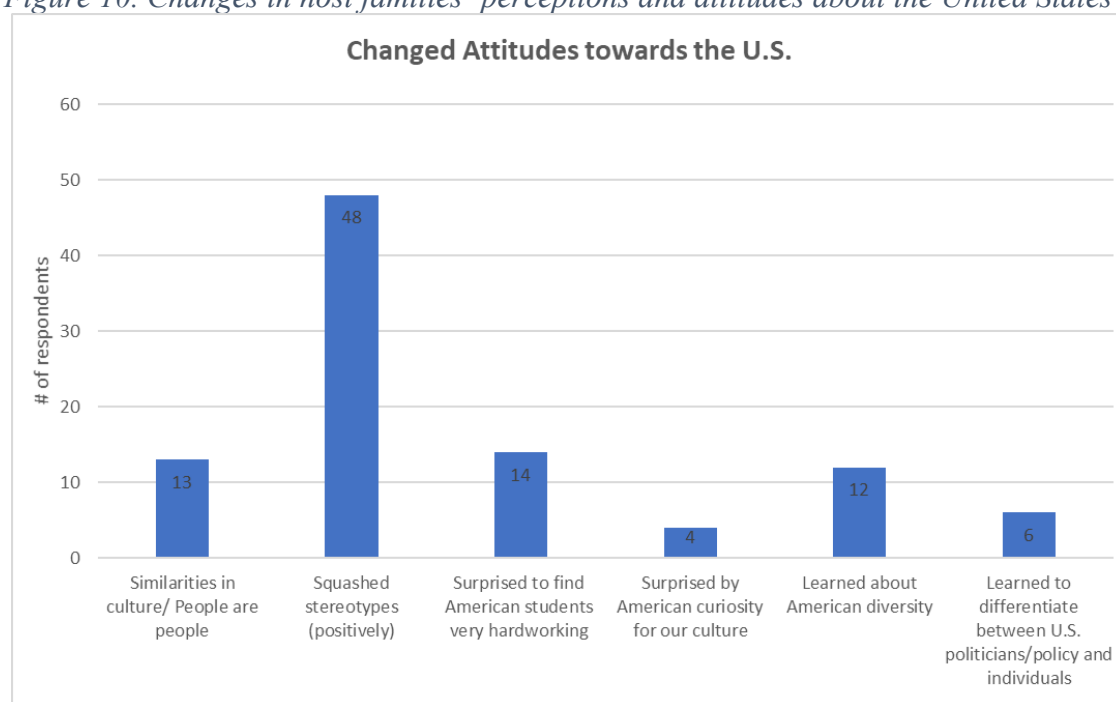
Parents were also asked to estimate the extent to which the information shared with others, such as extended family or close friends, changed their minds, and they were slightly more positive than with their own perceptions, with 32% reporting significant change, 48% reporting moderate change, 16% reporting minimal change, and 4% reporting no change.

## CHANGES IN PERCEPTIONS AND ATTITUDES IN HOST COMMUNITIES

***Finding 23: NSLI-Y participants influenced how Americans were seen in their host communities.***

Most host families mentioned that before their experience with NSLI-Y, most of their information about Americans came from the news, TV shows, and movies. The NSLI-Y hosting experience, however, changed their perceptions. For instance, some hosts said they used to think that U.S. education was not good, or that Americans are spoiled or "bratty", but what they learned from the NSLI-Y participants made them realize this was not true.

Figure 10. Changes in host families' perceptions and attitudes about the United States



The NSLI-Y experience shifted many kinds of perceptions held by host families, as shown in Figure 10. In one of the focus group discussions with host families in South Korea, several respondents shared that they had had prejudices and biases against Muslims, but their positive experiences with Muslim NSLI-Y participants helped them overcome those biases. A Moldovan local coordinator shared, “Until the experience in hosting American students; there was a tendency to believe that in U.S. there are different values than in Moldova. The democracy was perceived as lack of control, too much freedom for youth and bad behavior. This changed while hosting a representative of American culture. Host families found it surprising that family structure and values within families are the same.” Similarly, a Tajikistani interviewee admitted “I used to think that Americans are rude, unfriendly. I thought that they did not respect other nations. It turned out that it was not true. Only after they lived with us, I understood that they were ordinary people.”

NSLI-Y alumni also felt that they were successful in changing attitudes toward and knowledge of the United States. Alumni estimated the extent of change in those perceptions in the person with whom they shared the most about the United States while on program – 24.1% reported significant change, 55.1% reported moderate change, 19.7% reported minimal change, and 1.1% reported no change. The reported extent of change differed by country ( $p = .004$ ), with alumni who studied in Taiwan and India reporting greater change than average and respondents in Jordan and Tajikistan reporting less change than average.

Overall, 74.2% of host family survey respondents said their knowledge of and attitudes toward the United States had changed as shown in Table 6a, and 92.9% of those said the change was positive (only a few families in Moldova, South Korea, and China reported slightly more negative views of the United States). Patterns of responses differed by country, with respondents

in Moldova and Tajikistan being fairly evenly distributed between no change, minimal change, moderate change, and significant change. Responses were similarly distributed from minimal to significant change in India, South Korea, and Latvia, but with no respondents reporting no change. In Estonia and Morocco, the pattern differed, and about half of respondents reported no change while the other half reported moderate to significant change. In China, most respondents reported minimal to moderate change, with few reporting no change or significant change. The patterns of change for others, extended family and friends, followed a similar pattern, with 73.1% reporting changes in knowledge and attitudes with 94.1% reporting more positive views of the United States, as shown in Table 7b.

*Table 7a. Host families' reported changes in their own perceptions/knowledge about the U.S.*

<i>To what extent did the information students shared change your attitudes toward and knowledge of the U.S.?</i>	<i>Responses</i>	<i>How would you say your attitude towards the U.S. changed?</i>	<i>Responses</i>
No Change	34	N/A	N/A
Minimal Change	26	Much more negative	0 (0%)
		A little more negative	5 (19.2%)
		A little more positive	14 (53.8%)
		Much more positive	7 (26.9%)
Moderate Change	44	Much more negative	0 (0%)
		A little more negative	2 (4.5%)
		A little more positive	23 (52.3%)
		Much more positive	18 (40.9%)
Significant Change	28	Much more negative	0 (0%)
		A little more negative	0 (0%)
		A little more positive	1 (3.6%)
		Much more positive	27 (96.4%)

*Table 7b. Host families' estimates of changes in others' perceptions/knowledge about the U.S.*

<i>To what extent did the information students shared change others' attitudes toward and knowledge of the U.S.?</i>	<i>Responses</i>	<i>How would you say their attitude towards the U.S. changed?</i>	<i>Responses</i>
No Change	25	N/A	N/A
Minimal Change	15	Much more negative	0 (0%)
		A little more negative	2 (13.3%)
		A little more positive	10 (66.7%)
		Much more positive	3 (20%)
Moderate Change	21	Much more negative	0 (0%)
		A little more negative	2 (9.5%)
		A little more positive	15 (71.4%)
		Much more positive	4 (19.1%)
Significant Change	32	Much more negative	0 (0%)
		A little more negative	0 (0%)
		A little more positive	7 (21.9%)
		Much more positive	25 (78.1%)



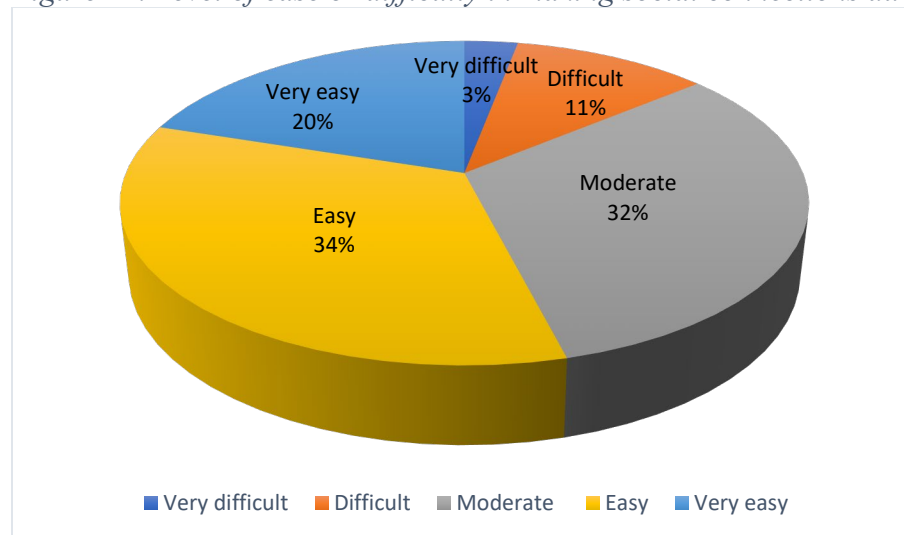
## EVALUATION QUESTION 6: LASTING PERSONAL RELATIONSHIPS

### OPPORTUNITIES TO ESTABLISH PERSONAL RELATIONSHIPS

On average, NSLI-Y alumni reported that they spent 47.4% of their time outside of class with their host family and other local community members, 46.7% of their time with other NSLI-Y students, and 7.8% of their time with other international students and visitors. Several factors correlated with whom alumni reported spending time. For example, only 5.6% of summer participants reported spending 25% or more of their time with other international students, while 20% of academic year students did ( $p < .001$ ). Summer participants spent significantly more time with other NSLI-Y participants than academic year participants did ( $p = .032$ ).

Alumni had very different experiences in terms of the ease or difficulty they had in making those connections, as shown in Figure 11. Only 9.9% of summer participants reported that it was difficult or very difficult to make social connections, compared to 29.6% of academic year participants ( $p < .001$ ). It is likely that most summer participants were not seeking the same kinds of deep connections that the academic year participants were.

*Figure 11. Level of ease or difficulty in making social connections during the NSLI-Y program*



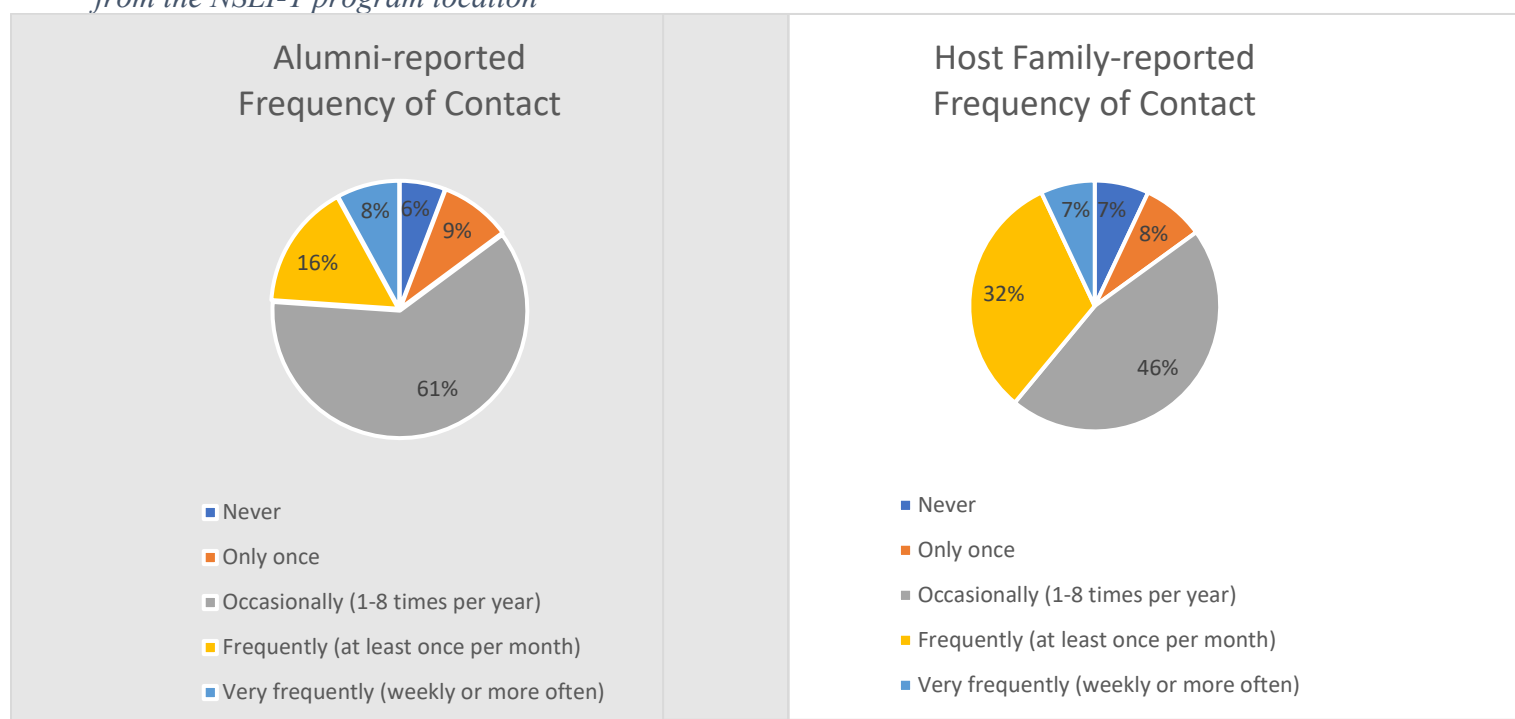
NSLI-Y participants' ability to make social connections also varied by country. The highest percentages of alumni reporting difficulty making social connections studied in Jordan and Turkey (14.8% and 14.3%, respectively), and the lowest percentages of alumni who had difficulty studied in Taiwan and South Korea (3.4% and 7.8%, respectively). Based on the program document review, resident director interviews, and the responses in alumni focus groups, it is likely that the security protocols for the various NSLI-Y programs were part of the reason for the different experiences.

## POST-PROGRAM ENGAGEMENT WITH HOST COMMUNITY MEMBERS

**Finding 24:** *NSLI-Y alumni remain in contact with their host families or others in their host communities.*

On the whole, according to both alumni and host families, NSLI-Y alumni do remain in contact with host families, friends, and others in their host communities with whom they formed relationships, as shown in Figure 12. Most alumni and almost half of host family respondents reported that they are in touch at least a few times during the year, while fewer than a quarter of alumni and almost 40% of host families reported they are in touch frequently or very frequently. Selection bias on the part of the host families may explain the discrepancy between the frequency reported by alumni and host families, or as most alumni focus group participants reported that it was the children of the host family with whom they were in touch, host parent respondents may overestimate the frequency of contact.

*Figure 12. Frequency with which alumni have communicated with host family, friends, or others from the NSLI-Y program location*



Differences in frequency of contact emerge by duration of program. Fewer academic year alumni reported never or only once contacting their host families than summer program alumni ( $p = .042$ ). Patterns of contact also varied by country, likely due to in part to the cost or limited accessibility of mobile data in some locations ( $p < .001$ ). A few participants also noted that after they returned home, members of their host families began to request visa sponsorship or gifts of items that alumni could obtain in the United States that might be difficult to obtain there. When uncomfortable with the requests or unsure of how to decline without offending them, alumni typically cut off communications with their host families.

***Finding 25: Social media was the primary mechanism through which NSLI-Y participants remained in touch with their host families and friends after the program.***

Despite the reported frequency of contact, host family focus group respondents reported that a majority of the interaction was limited to greetings on festivals or birthdays over social media, and they felt that long-term relations were overwhelmingly formal and superficial and would have liked a greater emphasis on more meaningful sustained contact. Some of what was superficial to families may have had a different meaning for alumni, however, as 50.5% of survey respondents said that their studies had benefited from contacts with their host institution and people in their host community. Further, 18.6% of alumni reported that they were able to use contacts with their host institution or people in their host communities for their jobs. Host families and institutions mentioned getting requests for transcripts and requests for recommendations for NSLI-Y alumni who were applying for internships and jobs for which the NSLI-Y experience was highly relevant.

In some cases, alumni and host families described how contact might fluctuate over time. For example, 29% of host families said their NSLI-Y students had returned to visit them again, and in advance of those visits, the frequency of contact increased as logistics were planned. Many NSLI-Y alumni in focus groups said they had visited their host families again, and several of the parents in focus groups confirmed that they had gone to meet the NSLI-Y host families when their children returned. A few alumni said they considered their host families to be a second family to them, and one, for example, was returning to her program location to be a bridesmaid for her host sister. Several alumni in focus groups mentioned that members of their host families had come to the United States as well – typically the children coming to study abroad for a summer, semester, or a four-year university program.

The one gap in forming lasting personal relationships that alumni identified was in meeting peers outside their host families. Summer program attendees felt that they had very little time to connect with anyone outside of the program or host family given the program's intensity. According to the analysis of qualitative data, even many academic year alumni, who had a much longer time in their host communities, said that their opportunities were limited depending on the structure of the program. For example, one stated, "I wish we had more classes with the local students. Most of our classes were only with other foreigners so we didn't make very many friends with the local students."

***Finding 26: Frequency of contact with host families and others in the host community decreases over time.***

Most participants, 77.3%, reported that the frequency of their contact had decreased with their host families, friends, and others with whom they formed relationships in their host communities since they first returned. Only 4.7% said it had increased, and 18.0% said it had remained the same. As one might expect, more members of the earlier cohorts reported that the frequency of contact has decreased since their return, although the effects were not statistically significant.

## ONGOING ENGAGEMENT WITH OTHER NSLI-Y AND ECA ALUMNI

### *Finding 27: NSLI-Y alumni largely remain in contact with others in their cohorts.*

One of the unanticipated outcomes for many alumni was the strength of the connections they developed with other people in their program cohorts. Overall, 86% of alumni survey respondents said they remained in touch with others from their program. As might be expected, fewer alumni from earlier program years were still in touch with their cohorts compared to more recent program years ( $p < .001$ ).

In addition to the connections they developed with other NSLI-Y students, some alumni reported that they had also engaged with participants in other ECA-sponsored youth programs such as FLEX, YES, YES Abroad, Humphrey, CLS, Boren, and Fulbright. Opportunities to meet those youth varied by program site and year, as some programs deliberately connected alumni from different ECA-sponsored programs and other did not. Duration of stay was also significant, as 46.1% of academic year participants had occasional or frequent contact with other ECA program participants compared to 16.7% of summer participants ( $p < .001$ ). Of those who had ongoing contact during their program, however, only 41.7% remained in contact after their programs (40.2% of summer participants and 45.8% of academic year participants).

## ENGAGEMENT WITH ECA'S EXCHANGE ALUMNI NETWORK

### *Finding 28: Few NSLI-Y alumni are active in ECA's Exchange Alumni Network.*

A majority, 61.8% of the alumni survey respondents indicated that they had never engaged with the ECA Exchange Alumni network. Only 21.5% of alumni engage occasionally or more often (18.6% occasionally, 2.0% frequently, and 0.9% very frequently).

Many of the survey respondents were unaware of the Exchange Alumni Network, likely due to the layers of alumni groups associated with the NSLI-Y program. While American Councils' scope includes support for a small range of official NSLI-Y Alumni Association events and social media platforms, other implementing partners also have their own alumni groups and listservs, and the alumni's only exposure to the Exchange Alumni Network is in their re-entry orientation when they return to the United States. Activities tend to be limited to a handful of U.S. cities, which excludes in-person participation by a large percentage of alumni.

Those who had participated in Exchange Alumni Network activities cited the alumni Facebook group, alumni networking events in New York and Washington, DC, Career Connections, Global Citizen Challenge, speakers' panels, and webinars. Despite the interest among many of the alumni respondents, alumni activities for NSLI-Y are more difficult to program than other ECA exchange programs because of the rapid shifts these alumni may be going through upon their return – re-entry into high school or entry into university, followed shortly thereafter by entry into their professional fields or graduate school. As a younger alumnus said, “I liked being around so many people interested in language-learning, including some alumni who were older than me, in their thirties, and told me about their jobs now. As a seventeen-year-old, it was hard to imagine that far in advance, but I left excited.” The interests and needs of earlier alumni may have changed dramatically since their return, for example, and older alumni seem to feel out of

place at all-inclusive meetups. As an older alumna said, “At this point I feel too old for... alumni meet-ups (mostly high school or early college students).”

Most of those who had not participated indicated that they would be interested in participating in both professional and social events in their local areas (inside the United States and abroad).

Topics relevant to career preparation and continuation of language learning or practice were most frequently suggested by focus group participants. Some of the earlier program year alumni noted that their needs were different, and they would be interested in more professional events for older alumni, having little common ground with recent returnees, or with their own cohorts, but they would not be particularly interested in general events for all NSLI-Y alumni. Others wanted the alumni activities to focus on mentorship and referrals, with a searchable database of alumni willing to conduct informational interviews with others to share information about their career paths and educational opportunities. A few alumni said they did not have the time to allocate to alumni activities due to the intensity of their study programs or workloads, particularly those in the military or enrolled at military academies.

## EVALUATION QUESTION 7: SUPPORT OF U.S. FOREIGN POLICY PRIORITIES

Ultimately, NSLI-Y is intended to contribute to the U.S. Department of State's overarching goals, as outlined in successive National Security Strategy documents since 2006 (2006, 2010, 2015, 2017). Although worded somewhat differently in each strategy document, the long-term goals to which NSLI-Y contributes are the promotion of U.S. competitiveness and the cultivation of secure and resilient American communities. Each of these is discussed below.

### PROMOTION OF U.S. COMPETITIVENESS

*Finding 29: NSLI-Y supports the ability of U.S. institutions and firms to compete and to cooperate with counterparts in other countries.*

Both alumni and parents felt that NSLI-Y contributes to the competitiveness of the United States at the micro and macro levels as it fosters greater understanding of the languages and cultures of a range of countries. At the micro or individual level, alumni and their parents thought that the NSLI-Y alumni had stronger qualifications for academic and work opportunities than they would have had without NSLI-Y. In particular, they felt employers valued language skills (especially if pursued to the point of fluency) and cultural understanding. While the majority of alumni and parents pointed to greater transparency in business and diplomatic negotiations when language is shared, smaller numbers of alumni and a few parents also noted the critical aspects of intrapersonal skills and interpersonal relations embedded in cultural understanding. Many alumni who studied in China, Taiwan, and South Korea also observed much greater motivation and goal-orientation among high school students there than in their peers in the United States. Others suggested that multilingualism was more of a minimum standard for academic and professional success than the exception as it is in the United States. In addition, one parent said, "The importance of being able to comfortably work in another culture is critical. Immersion in family life helps you learn how to deal with conflict in another culture." Therefore, NSLI-Y provides the opportunity for most of its participants to observe and understand how cultural values are acted out in everyday behaviors and interpersonal relations, and how they, as outsiders, can navigate those appropriately, building cultural competency. Both alumni and parents believed that in the aggregate, larger numbers of Americans with linguistic skills and cultural competency contributes to increased competitiveness at the macro (national) level, and NSLI-Y does therefore support the achievement of that goal.

Both alumni and parents felt that the acquisition of language skills and cultural competency had value not just as an aspect of competitiveness, but also as an aspect of international cooperation. As one parent said, "More widespread acquisition of language skills and cultural literacy among the American workforce could only have positive impacts for the ability of U.S. entities (firms, NGOs, and government) to engage with their counterparts in other countries." Another specifically noted that environmental sustainability issues in particular requires coordinated multilateral action, which can only be achieved with strong cooperation among the world's countries, including those that host NSLI-Y programs. Alumni particularly valued NSLI-Y's impact of reducing ignorance and correcting misperceptions of other cultures and people, both in

the participants themselves and to communities more broadly through the spread effect of information sharing about their NSLI-Y experiences.

The primary critique that alumni and parents raised in regard to the expansion of U.S. competitiveness or cooperation was that the number of program participants was likely too small to have a large impact.

## **CULTIVATION OF SECURE AND RESILIENT COMMUNITIES**

***Finding 30: NSLI-Y helps participants develop skills that enable them to take on careers and volunteer work that contribute to the security and resiliency of American communities.***

Although the question of how NSLI-Y may contribute to more secure and resilient American communities was more difficult for both alumni and parents to address than competitiveness, the NSLI-Y program does contribute to improved resilience and security in communities both directly and indirectly.

The more direct connections between NSLI-Y and security or resilience were most obvious to the respondents. Several of the alumni who worked for the U.S. Government noted that NSLI-Y helped them embark on careers in diplomacy, defense, and intelligence, all of which are related to improving the security of American communities. Some other alumni identified their paid and volunteer work related to bridging gaps in their communities between U.S-born and immigrant populations (utilizing the language and cultural competency skills they gained in part through NSLI-Y) as another aspect of how NSLI-Y supports the improvement of resilience and cohesion of American communities.

In addition to those direct impacts, alumni, parents, and high school teachers and administrators were able to identify a number of skills and traits that participants developed through their NSLI-Y experience that contribute to cohesion and resilience within the various communities in which alumni study, work, and socialize. The most commonly cited among these were problem-solving and tolerance. While these characteristics are partly what make applicants good candidates for a NSLI-Y program, both alumni and parents felt that the NSLI-Y experience accelerated the development of these traits in the alumni.

For example, NSLI-Y participants engage in a wide range of problem-solving behaviors. They learn to communicate with their host families and others with very limited initial vocabularies. They learn to use public transit in unfamiliar cities (and often for the first time if they come from a rural or suburban area). They learn to manage new sets of expectations, from differences in teaching and learning styles to family relations. They may also learn the importance of situational awareness and observing how their actions are perceived by others. These experiences helped alumni in developing creative problem-solving skills, many of them thought, as well as being able to view a situation from multiple perspectives, which is a key conflict resolution skill.

Another key trait that alumni said NSLI-Y helped cultivate was tolerance towards others. Tolerance was not only key in living in a new culture and family, but also studying and socializing with other Americans or other international students who had different beliefs, experiences, and expectations than they did. Diversity among NSLI-Y cohorts varied, but several

respondents said their groups included Americans whose beliefs or life experiences were very different from their own in some way, and many learned almost as much about others in the United States as they did about those in their host countries. Teachers and administrators also noted increased tolerance, patience, and maturity in NSLI-Y alumni when they returned to their schools, and they described a few situations in which this new characteristic helped improve harmony in small ways as the alumni were not as quick as their peers to judge others.



## EVALUATION QUESTION 1: HOW CAN ECA SHAPE THE NEXT PHASE OF NSLI-Y PROGRAMMING

### MOST AND LEAST BENEFICIAL ASPECTS OF THE NSLI-Y PROGRAM

*Finding 31: Language immersion, language instruction, and home stay were the most beneficial aspects of the program.*

Alumni survey respondents ranked language immersion (91.4%), language instruction (84.2%), and home stay (76.1%) as the most useful activities. Focus group participants' responses aligned with the survey responses, indicating that these elements are the true core of the program's value.

*Finding 32: Re-entry orientation, pre-program online courses, and pre-program online language instruction were the least useful or beneficial aspects of the program.*

Alumni survey respondents reported that re-entry orientation (18.6%), pre-program online courses (18.1%), and pre-program online language instruction (15.8%) were the components they found to be least useful or beneficial. In addition, a number of alumni reported that other components were also weak, including the weekly meetings with resident directors or local coordinators (12.8%), community service (10.0%), and pre-departure orientation (9.9%). Although the evaluation instruments did not solicit information specifically on how to improve each of these components, all of which have taken different forms over time, some survey and focus group respondents offered recommendations. For the re-entry orientation, representation from a wider array of careers fields (including science, technology, engineering, mathematics, and medicine/public health) was the primary recommended change. Earlier cohorts who did not benefit from pre-program online language instruction and coursework recommended that it be adopted, and those from later cohorts suggested that it focus on vocabulary that is immediately useful for travel to and arrival in the program location, as well as initial conversations with host families.

*Finding 33: Program site selection does not always support the achievement of NSLI-Y's goals.*

For academic year students, in particular, the selection of the program site is critical. A few academic year participants who studied in Morocco, China, and Egypt (in both earlier and more recent years) reported that they were placed in English-language schools or schools with a significant segment of the curricula taught in English. While this may in principle make it easier for students to complete and transfer some non-language credits towards the graduation requirements of their home high schools, it does not further their language acquisition. As one survey respondent shared, "I went to a school in China where the students were learning English. It was an extremely difficult place to learn because their English was better than my Chinese and they wanted to practice. I felt like the environment didn't help my Chinese improve." In addition, those participants who complete NSLI-Y on a gap year after they have completed high school get little out of the high school experience.

***Finding 34: Parents found regular communication from resident directors or local coordinators to be extremely helpful.***

From the parents' perspective, regular communication from the resident directors or local coordinators were an extremely important support to the program. Those in focus groups who did not receive regular newsletters or updates indicated that they wished they had. Parents also found the orientations beneficial, along with the question and answer sessions that the implementing partners held.

What was least beneficial from parents' perspectives were challenges alumni encountered with their living situations, placement in locations where the program language was not spoken in daily interactions, and immaturity on the part of a few resident directors or local coordinators.

***Finding 35: Host families were disappointed with the lack of time to interact with students.***

Numerous host families mentioned that classroom instruction and homework took up almost all the students' time. Students in the academic year program also had to complete homework for their U.S. high schools. As such, there was insufficient time and opportunity for the host family to spend time with students. As one local coordinator from the China program noted, "I think the weakness of the program is that the arrangement of teaching and activities is too much and the students are not able to have enough time to stay with the host families. I think it is more important for them to experience and learn Chinese culture in host families than in other activities."

## **ASPECTS OF THE PROGRAM THAT ALUMNI AND OTHER STAKEHOLDERS WOULD LIKE TO CHANGE**

Alumni, parents, host families, and local coordinators and resident directors identified a number of changes they think would improve the program.

### *Recruitment and application process*

***Finding 36: NSLI-Y is not perceived to reflect the diversity of U.S. high school students.***

In about one-half of the focus groups conducted, alumni and parents expressed concern that the pool of NSLI-Y participants was not diverse. Interviewees in China and Morocco also noted that a majority of NSLI-Y participants were upper-middle class and white. The evaluation team did not examine diversity within the program (as applicants are not required to report race), and in recent years, there seemed to be a greater emphasis on more diverse cohorts, but the perception itself constitutes a finding. Alumni and parents thought additional supports should be available to ensure diversity among NSLI-Y participants. They also thought outreach was limited and that it needed to be expanded.

***Finding 37: The application process is fairly onerous on parents and U.S. high schools.***

The application process was a pain point for parents and several of the U.S. high schools that participated in the evaluation. Parents thought that the process was burdensome, particularly in the short application deadlines, extensive application format, the invasiveness of the health background check, and lack of transparency in the selection process. Teachers also noted that the

application process was more rigid than college application processes in that colleges usually have softer deadlines for recommendations, and as long as they arrive before the package is evaluated, the student application is considered complete. For NSLI-Y, students' applications are rejected if the teacher recommendation is late, and the application period comes at a very busy time when they are simultaneously writing college recommendations. While they take all requests for recommendations seriously, if they are overloaded, the college recommendations have more gravity than those for a summer program and would be prioritized, which could penalize the applicant unfairly in their view. Therefore, the teachers felt that NSLI-Y should operate more like universities with a softer deadline for recommendations.

Schools serving lower socioeconomic status students and first-generation Americans particularly noted the heavy burden on the school to assist the students, as their parents were typically unable to guide them through the process effectively. There was also less trust in those communities around the U.S. Department of State brand. Having appropriate messengers, students, and parents matching their demographics who could answer their questions (in a variety of languages but especially Spanish), would help improve willingness to apply for NSLI-Y scholarships.

#### *Program structure*

#### ***Finding 38: Pre-program language instruction can be valuable, but its quality is not consistently high.***

A number of adaptations have been made to the NSLI-Y program over time, specifically adding community service, strengthened support from resident directors, and pre-program language instruction, but the last is not offered universally across implementing partners. Several alumni noted the need for pre-program classes to learn the alphabet and basic survival vocabulary, but some of those who did have pre-program classes indicated that they were not as useful as they could have been. One alumnus said that the pre-program courses did not include audio, so he could not practice his pronunciation of the survival phrases they were supposed to learn. Another participant indicated that the learning approach promoted in the pre-program materials was not aligned with what the language program in-country does, explaining, "The program was set up as a way to prepare for how we should study and learn and when we got to China we followed their system not the one given to us in the pre-program language study."

#### ***Finding 39: A small number of programs have been poorly organized.***

A few alumni and parents found that their NSLI-Y programs were poorly organized, with multiple language instruction site changes, last minute receipt of host family assignments and packing lists, and poorly coordinated logistics. While they were very much in the minority, they felt program operations should run smoothly. In addition, they suggested that some resources might be shared across implementing partners to reduce effort at the partner level and improve the timeliness of information sharing with participants and parents.

#### ***Finding 40: A few programs were perceived to have been poorly supervised.***

Some alumni and parents cited a lack of adequate supervision while participants were on their programs, particularly in four program sites. As one respondent said, "My classmates and I

joked that we had been ‘dropped off in China’ without much program oversight. It would have put us more at ease to have a NSLI-Y contact check in each week or be readily available to answer questions.” These concerns spanned the age ranges and applied to both male and female participants.

At the same time, other alumni and parents felt undue restrictions on the participants’ movements negatively affected their experiences (also spanning ages and sexes). Parents of some 18-year old participants also thought they should have had more freedoms than the younger participants, as they had reached the legal age of majority<sup>6</sup> and would have been legally responsible for their own choices and behaviors. It may be difficult to find the right balance of supervision and freedom, and there are benefits to both. As one alumna observed when she compared her two program experiences: “I do remember that my Cairo program (managed entirely by Egyptian staff) had far less hand-holding than my Marrakesh program (which employed American group leaders to accompany and monitor students in Marrakesh). For this reason, I found my experience in Egypt to foster more independence, self-reliance, and ‘cultural immersion’ than my experience in Morocco, which felt slightly more like a summer camp. There is of course a trade-off to be had here, and I imagine even more measures have been taken in the name of ‘student safety’ now than when I participated in the program. However, I would encourage NSLI-Y to do as much as (reasonably) possible to position participants to engage sociocultural and linguistic difference independently during their programs, rather than just packaging such difference in forms that feel especially safe or comfortable, like guest lectures or group cultural activities. One way this might be achieved within NSLI-Y’s structure is by filling some positions normally performed by Americans (e.g., group leaders) with host country nationals.”

***Finding 41: The summer program could be lengthened to eight weeks.***

Some respondents also felt that the duration of the summer program should be changed. At least 5% of alumni survey respondents (unprompted in open-ended responses) and a few focus group respondents thought that the summer program should be extended to eight weeks to increase the language absorption. Across all the countries, host families and local coordinators agreed. Students were observed to take two to three weeks to settle in and by the time they started taking advantage of the program, it was time for them to return. Host organizations and families recommended increasing the minimum length of exchanges to eight weeks. One survey respondent also noted that the timing of the summer program was problematic because it overlapped with the first weeks of school, and the school penalized the student for missing those initial weeks. While most participants (and their parents) would not want to miss initial weeks of school, those languages with a large number of programs might have a wider range of start date

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<sup>6</sup> The age of majority is the threshold of adulthood within a state or nation’s legal system. The age of majority for most U.S. states and for most NSLI-Y program locations is 18.

options to accommodate varied school schedules. Languages with only one or a few programs will have less flexibility.

***Finding 42: There are mixed perceptions about the usefulness of community service activities.***

While some stakeholders, particularly from the IPs, saw great benefit in the community service component of NSLI-Y, alumni's assessment of community service varied widely. Some praised those activities and found them to be a very meaningful part of their program experience, while most critiqued them as being a waste of time because the options within their communities were very limited. Numerous local organizations and host institutions questioned the need and viability of the community service aspect as well. Some stakeholders felt that although volunteering is something good, it is not the most effective use of the students' already limited time. They felt instead that those hours could be better used to further the language learning component. Others mentioned that the U.S. and local views of community service were very different, and so finding mutually meaningful opportunities was difficult. For instance, a Chinese local coordinator noted, "this (community service) part of activities was the least effective in the whole (NSLI-Y) program, since the local host organization regarded it just a disturbance to their daily work." Many interviewees concurred, stating that the concept of voluntary service has not significantly permeated their societies yet. Thus, when American youth went to local organizations, like retirement homes, they were treated as guests rather than being allowed to do any hard work like serving food or cleaning up. Lastly, some felt that NSLI-Y students could not significantly contribute as they were too young, they did not have enough mastery of the local language, and they were in-country for too short a period of time. The ambivalence about community service is summarized in this quote from a Korean host institution representative: "It is hard to say the NSLI-Y students 'helped' the club. It is more like both sides finished the arranged program."

***Finding 43: Compensation for some local coordinators/resident directors and host families is not commensurate with the amount of work or local costs.***

Some host family and local coordinator/resident director respondents thought that they did not gain enough from the experience. One resident director from Korea mentioned her job was "never-ending as she would be contacted at various points during the day and evening regarding various situations with students and host families." Similarly, host families mentioned that they spent a lot and the stipend provided was not sufficient and/or did not take inflation into account. Host families in Tajikistan particularly mentioned that the funding provided did not take inflation into account, whereas in other countries they mentioned that compensation was low regardless of whether it took inflation into account or not. For instance, respondents noted that they had to upgrade from a five to seven-seater car, purchase new bedding, or had to spend extra on sourcing kosher meat or taking students out to eat. As such, the subsidy was not enough.

***Finding 44: While very effective for some participants, language instruction was insufficiently flexible to meet other participants' learning needs.***

NSLI-Y faces significant challenges each year in grouping language learners who are not true beginners into appropriate cohorts. While the oral proficiency exam is supposed to assist in this process, it seems to have not been used consistently, and many students felt their level of language proficiency was either much higher or lower than others in their classes. Further, language acquisition may accelerate once in an immersion environment, but alumni said that instructors were not flexible and could not speed up the pace when appropriate to challenge students and make the best use of their learning day by day. As one alumnus relayed: “as an advanced level student whose language ability was sufficient to pass the HSK 6 at the beginning of the second semester, it was indescribably frustrating to have to continue studying for the HSK 6 exam instead of studying with Chinese students. I did not feel that my academic needs were sufficiently met as an advanced-level student.”

Further, a few alumni felt that there was little structured language teaching planned at all: “At my program the teaching was haphazard at times and also the teachers were forced to teach us arts and crafts which were not really meaningful to language or cultural immersion. The participants in my program were all high-achieving high school students who could’ve easily handled college level course material and rigor.”

At times, conflicts arose between instructors and NSLI-Y participants because teaching practices differ greatly in the United States and some of the program locations, and participants were unfamiliar with expected patterns of interactions. One alumna observed that, “Sometimes there were conflicts between students and instructors that were largely due to students not knowing how to raise an issue they had in a mature way.”

Some NSLI-Y programs have added peer tutors to assist in language practice, which was advocated by several resident directors and local coordinators as well. However, the experiences with peer tutors have to be structured thoughtfully. A few NSLI-Y respondents indicated that those peer tutor sessions were not well-structured, and therefore yielded little benefit. One implementing partner described how they had initially been engaged in indiscriminate ways that yielded little change in participants’ language learning, and they had therefore reimaged that role in a more limited way to really focus on conversational practice, which seemed to produce better results. This would be one way to address the need that a few alumni identified for more focus on speaking throughout the full length of the program.

***Finding 45: There is a need to emphasize more out-of-classroom learning.***

Numerous focus group participants and interviewees mentioned the need to diversify language learning to include non-classroom elements. They want to see NSLI-Y incorporate more hands-on and experiential learning rather than just emphasizing language classes provided by commercial agencies. This would help students learn through speaking, rather than just focusing on formal instruction in a classroom setting. Even some beginners critiqued the classroom



portion of their experience, saying for example, “I don't remember the classroom experience being very helpful. The Chinese I did learn came from interactions with my host family and Chinese friends rather than from classroom exercises.”

***Finding 46: Participants studying Arabic in Morocco need more flexibility to divide their studies between modern standard Arabic and Moroccan Darija.***

One challenge specific to the Arabic learners in Morocco was that they learn modern standard Arabic, but that is not what they hear each day at home and in their communities. Therefore, both alumni and some of the resident directors and local coordinators thought they should be allowed to study Moroccan Darija in addition to modern standard Arabic. While these issues were particularly acute during the earlier years of the program, program participants from later cohorts reported little opportunity to practice modern standard Arabic outside of class.

*Home stay*

***Finding 47: For the home stay to be as impactful as possible, it has to be of sufficient duration and supportive of the immersion experience.***

Although the home stay was one of the most meaningful components to many respondents (76.1%), many focus group participants and survey respondents cited limitations. Some of those who had limited contact with host families (only two weeks out of six or weekends) wanted a longer period of time with a host family and felt that would improve their language learning. The most common issue, however, was around the selection of appropriate host families, which is always a challenging prospect for exchange programs with a home stay component. One of the primary concerns was that many host families had a family member who was fluent in English, which limited the immersion experience for the NSLI-Y participant. Similarly, several respondents in focus groups and to the survey noted that the host family clearly wanted their children to be able to practice English with a native English speaker, also disrupting the immersion experience. Host families were also dissatisfied that students were not allowed or were unwilling to teach or practice English with their children. Two alumni suggested that one strategy for reducing the odds of having an English speaker or learner in the household was to locate programs in smaller cities with less international commerce.

***Finding 48: Some NSLI-Y participants need additional support in navigating difficult home stay situations.***

Personality clashes were also an issue between NSLI-Y participants and host families. A handful of alumni suggested better attempts to match personalities and to provide greater support when there is a conflict. Some alumni also felt unprepared to deal with conflict with their host family, and local staff coordinators were often viewed as being too close to the families to be able to mediate a conflict objectively. As one said, “I [unintentionally] offended my host family one time, and I still remember being quite befuddled by my host mom becoming furious about something I didn't even know I did.”

Racism among host families has seriously affected the NSLI-Y experience for some participants of color, and respondents thought it would behoove the program implementers to speak frankly

with students who were not white about the racism they might experience. As one participant shared, “I think an orientation on being aware and teaching students to be aware of racism in host family households could be beneficial in the long run as my first host family was really racist towards me, and so I had to switch families.” It is also important to help host families understand how they might offend the NSLI-Y students, as another participant relayed that her cohort-mate’s experience: “One girl’s host family joked that she must have bought her American passport because she was black, and they thought she was an African, which is a difficult experience for a young person who is all alone in a host family to deal with.” Some alumni wondered if program implementers tried to deal with racism through matching families who might have held racist views with non-minority students, but they felt it would be better to screen those families out entirely, as those sentiments become evident to students over the course of their stay. As one white alumna noted, “[My host family was] so incredibly racist that my non-white friends were not welcome to visit the house.” Several alumni noted that their resident directors were not well equipped to deal with these issues when they arose.

Sexual harassment and gender discrimination posed another challenge for some participants. Several of the female alumnae suggested that host family screening needs to not just include the host parents, but teenaged children and other adults in the family as well. One alumna said, “I stayed in two host families in which I felt unsafe because of situations with host brothers, and the local [coordinator] took way too long to make sure I was with an appropriate family.” Three others relayed that local coordinators were not at all supportive. One commented, “The local coordinator was too close with the host families to be a good resource when students had issues, and we did not have regular meetings.” Another shared, “I cringe looking back on the lack of support that my group of young women aged 15 to 18 received during our NSLI-Y year.... Our language instructor ended up being the group’s closest confidante and advisor when issues arose, since she was a young and empathetic woman, but the amount of support she provided for us was definitely not within her job description.” A third reported that the local coordinator had told her if she reported the sexual assault her host brother committed to anyone else, she would have to leave the program. Sexual harassment in public places was also an issue for which many female respondents were not fully prepared. As one young woman shared, “I also think it would have been good to have more support/framing for dealing with sexual harassment as a woman in Egypt. There were times when it was scary.” Alumnae who studied in Morocco, India, Moldova, and Russia expressed similar concerns.

Based on the information provided by implementing partners and more recent alumni, it appears that the program has tried to provide additional resources in these areas, but even some recent alumni cited difficulty obtaining support in managing conflict with host families. It is unreasonable to expect that they can prevent all potential conflicts between NSLI-Y participants and their host families, but all participants should reasonably expect to feel safe in their host families’ homes and supported by the local staff.



***Finding 49: Host families and local coordinators/resident directors would like more opportunities to interact and learn from each other.***

Stakeholders felt that NSLI-Y would benefit by providing chances for local coordinators, resident directors, and host families to come together and share their experiences and lessons learned. While IPs hold annual orientations for host families, there is little structured opportunity for discussion and reflection at the end of the program.

## **ADDITIONS THAT ALUMNI AND OTHER STAKEHOLDERS BELIEVE COULD ENHANCE THE PROGRAM**

***Finding 50: Additional resources for applicants and parents during the application process would make NSLI-Y accessible to more qualified students.***

U.S. teachers and high school administrators thought that expanded outreach with promotional materials featuring alumni or their parents as the advocates for the program would be helpful in making the program accessible to more students. They noted that students and parents need to see themselves reflected in the materials and in the resources (including for example, webinars and information sessions in multiple languages such as Spanish and Vietnamese) to feel comfortable. Parents and teachers also requested additional assistance in the application process, professional interviews, and more transparency with regards to the selection process.

***Finding 51: A more targeted and in-depth orientation for host families and participants would benefit the program. Additionally, orientations should be led by personnel with recent and significant time and experience in the host country.***

Across all countries, initial adjustment issues between students and host families were mentioned. Many hosts indicated that a more in-depth orientation for both the students and host family would help circumvent such issues and allow for a smoother experience for everyone.

Many host families mentioned that students had little understanding of the country in which they were studying. One host family in Morocco hosted a student who had been thrown a “goodbye” party, as her friends thought Morocco was so unsafe that she would not make it back. Similarly, some students were reported to be surprised that there were proper roads and fancy cars in India. Some host families also mentioned that orientation should cover day-to-day things like whether resources are limited, and students should help conserve water (shorter showers, less toilet paper, etc.).

Many alumni concurred that the orientations should focus on the practical first. As one said, “Knowing that I needed to bring my own toilet paper with me everywhere in China was far more valuable information than the silly ‘what is an American’ and ‘being a public ambassador’ portions....Also, understanding what are small talk topics (in China it is totally normal to be asked by a strange adult if you are married or have a romantic relationship and how much money your parents make a year) and what are not allowed (asking people you do not know well about issues like Xinjiang, Tibet, etc.).”

In some cases, host families believed that the existing orientations were not very useful, as they were led by individuals who had spent very little time in country or had not lived in the country for many years. This resulted in erroneous information being shared with students. In Morocco, for instance, a majority of respondents found that the orientation had misrepresented the country as being ultra-conservative and had told students they were not allowed to wear t-shirts, when in fact the hot weather mostly necessitated such dress. Alumni also concurred with this sentiment, as one alumna who studied in Turkey was given the same unnecessary advice.

***Finding 52: A full-time professional counselor should be hired in each country.***

Students face a lot of adjustment issues and anxiety, and many alumni, parents, host families, resident directors, and institutions identified the need for mental health support such as a professional counselor. This support would reduce the burden on resident directors and local coordinators and also ensure that participants have a qualified resource to assist them in handling conflict management, discrimination, and sexual harassment and/or assault effectively.

***Finding 53: NSLI-Y should expand communication with parents.***

Approximately 10% of parent survey respondents and several focus group participants suggested providing more communication in terms of general updates of how their child is doing, to check in on their performance/health, to how to send or receive important updates. A few parents also requested allowing parents to visit during or right after the program.

***Finding 54: Alumni would value expanded re-entry orientation and support for post-program language learning.***

Alumni and parents both noted what felt like an abrupt end to the program. While they did appreciate the re-entry orientation, some noted that it did not sufficiently address the “reverse culture shock” they would experience when they returned home. Others suggested that the career pathways information be expanded, as one said for example, “I would like to see more professional development opportunities for alumni, or advice about where proficiency in NSLI-Y languages can be used in the workforce. The State Department is one route (and there have been panels about working there), but I would like to see other possibilities explored.”

In addition, alumni felt the program would be more effective in the long-term if they had access to additional language learning resources after they returned home. Particularly for those alumni who studied Tajik, Hindi, and Turkish, there are few resources available in local communities or even online to help them maintain their language learning after the program.

***Finding 55: Alumni would like a more robust set of activities through the alumni network to remain connected on their return.***

In every alumni focus group, as well as more than half of the parent groups, respondents noted that they were interested in more alumni activities. The specific kinds of activities and resources they wanted, however, differed by age and stage in life. For example, high schoolers were interested in social activities, if they lived somewhere they might be able to participate, and information about universities’ language and cultural studies programs. Alumni in college were

interested in social activities and information about careers, internships, graduate study, and scholarship and fellowship opportunities (particularly Critical Language Study [CLS] and Boren awards). Indeed, many alumni in focus groups noted that they had participated in CLS, and a few in Boren, and those who had were typically more active in those alumni networks than in NSLI-Y networks. Alumni who were established in their careers were interested in language maintenance resources and opportunities to socialize with others in their cohorts, but felt their needs and interests diverged from the younger alumni and that social activities that were not targeted at specific cohorts were of little interest.

## CONCLUSION

Overall, NSLI-Y is a high-performing program that is achieving its long-term goals. It has achieved, in its first 14 years, all of the program outcomes established by ECA, as shown in Table 8. Over 95% of alumni said that the program met or exceeded their expectations, and 98.5% of alumni said they would encourage someone else to apply for and accept a NSLI-Y scholarship in the program location where they studied.

*Table 8. Achievement of Program Outcomes*

Program Outcome	Evidence of Achievement
Participants will demonstrate a substantive, measurable increase in language proficiency (oral comprehension, speaking, reading, and writing), as verified through pre- and post-program assessment utilizing a standardized language assessment tool.	-With very few exceptions, all NSLI-Y participants improved their oral proficiency interview scores over the course of their programs.
Participants will demonstrate a deeper understanding of the host country's society, institutions, and culture.	-100% of NSLI-Y alumni reported improved understanding of the daily life and culture of their host countries. -More than 99% of host family respondents agreed.
Participants will share American culture with their overseas peers, and alumni will share their overseas experiences with others in their U.S. schools and communities.	-On average, NSLI-Y alumni respondents shared information about the culture of and daily life in the United States with 26 people in their program locations. -Based on the average, all NSLI-Y alumni between 2008 and 2017 may have shared information with more than 140,000 people across the NSLI-Y program locations. -On average, NSLI-Y alumni respondents shared information about their experience with 64 others in their home communities and social networks, which spread information about their experiences to every state and territory across the United States. -Based on the average, all NSLI-Y alumni between 2008 and 2017 may have shared information with more than 344,000 people across the United States.
Alumni will continue their language learning, apply their linguistic skills in their academic, career, and volunteer activities, and/or participate in other exchanges and educational activities to further language learning.	-78.8% of alumni reported that their academic studies were at least somewhat related to the language and culture studied under NSLI-Y. -54.6% of alumni reported studying abroad again after their NSLI-Y experience. -86.3% of alumni agreed that the NSLI-Y experience led to a professional expertise they would otherwise not have developed. -43.2% of alumni indicated that their job responsibilities are directly related to their NSLI-Y language training. -52.6% of alumni indicated that their job responsibilities related to the cultural training they received. -31.9% of alumni reported that their current community service activities are related to their NSLI-Y experience.

Based on the data collected through this evaluation, NSLI-Y is meeting its long-term goals. It has supported the development of a cadre of Americans with advanced linguistic skills and related cultural understanding who use it on a regular basis in their work in government, in the non-profit sector, and in the private sector. Indeed, the general intercultural competency and leadership skills that alumni develop through NSLI-Y appear to have the longest utility for most alumni.

NSLI-Y receives many more times the number of applications each year than the number of spaces available. It has provided an incentive for the learning of foreign languages, and with additional post-program support, could also provide an incentive for ongoing use of foreign languages by American high school students.

Finally, NSLI-Y has certainly increased interest in foreign languages and cultures, not just among American youth, but among their family members, friends, and extended social networks. While the program is very successful, the evaluation team has developed a short set of recommendations that may be helpful in bridging the few gaps revealed in this evaluation. The final section of the report focuses on those recommendations.

## RECOMMENDATIONS

NSLI-Y is overall an excellent program that is performing as expected. Partners have implemented significant adaptations to the program over the past 14 years to ensure it achieves its goals. Based on the information collected through this evaluation, the evaluation team would recommend a few more adaptations that may address those gaps identified and further strengthen the NSLI-Y experience for future participants.

### **Recommendation #1: NSLI-Y should institute a more comprehensive outreach program. (Findings 36 and 50)**

To address perceptions that NSLI-Y does not reflect the diversity of U.S. high school students, ECA may wish to expand its current promotional packet and consider a more comprehensive outreach program, leveraging the willingness of alumni and alumni parents to provide testimonials and even serve as points of contact and answer questions from new applicants. If this option is considered, some emphasis should be put on the importance of matching the program representative to the potential applicant population, given the input of the U.S. high school teachers and administrators who identified recruitment challenges. It may also be useful to consider the outreach strategies used, and Annex D contains an illustrative list of the organizations through which U.S. high school representatives said they typically obtain information about exchange and study abroad experiences.

### **Recommendation #2: NSLI-Y should provide different program timing options to increase the number and diversity of applicants. (Finding 41)**

To address the barrier of program timing that may discourage some potential summer program applicants, NSLI-Y should consider staggering the timing of NSLI-Y programs, at least for the languages that have larger numbers of participants. Ensuring that some options allow students whose school year starts at the end of July or in early August to participate without missing part of their school year may be another way to increase the diversity of applicants.

### **Recommendation #3: NSLI-Y should ensure pre-program language instruction is more relevant. (Findings 32 and 38)**

To ensure that program participants are as prepared as possible for the initial immersion experiences, NSLI-Y should tailor pre-program language instruction to the level of the learners and ensure that it includes audio for listening and repetition. For beginners, instruction should focus on vocabulary that will be needed on arrival, in the first several days of living with the host family, and when navigating unfamiliar routes to the program site. For more advanced learners, pre-program instruction could include more information on culture and history, but it should be closely tied to the expected language learning.

### **Recommendation #4: NSLI-Y should continue to monitor program implementation and make adaptations to meet stakeholder needs. (Findings 38, 39, 40, 42, 43, 44, and 47)**

To continue refining the program to meet stakeholder needs, NSLI-Y should continue to conduct end-of-session evaluations and adapt the program as needed. Consider expanding the end-of-session evaluations to include host families and local coordinators/resident directors. NSLI-Y

implementers have demonstrated a commitment to continuous improvement, and gaps in program and staff performance should be identified and rectified as early as possible using those feedback systems.

**Recommendation #5: NSLI-Y should consider reducing or eliminating the community service activity requirement for summer programs. (Finding 32)**

To direct maximum time to the most productive language acquisition activities, NSLI-Y should consider reducing or eliminating community-service activities that are not integrally related to language-learning activities for the summer program. The time available for those activities is minimal, their impact is minimal, and the time could be more impactfully spent engaging with host families or others in the community.

**Recommendation #6: NSLI-Y should increase the flexibility of language teaching. (Findings 31, 44, 45, and 46)**

To maximize language acquisition over the course of the program, NSLI-Y should aim for flexibility in language instruction to ensure that as many participants' needs are met as possible. Ensure that peer tutors are engaged effectively in supporting participants' language acquisition, and consider adding the host country's classroom etiquette norms to the in-country arrival orientation before participants begin classes.

**Recommendation #7: NSLI-Y should continue to refine screening and selection of host families. (Findings 35, 43, 47, and 48)**

To make the home stay as effective as possible for language acquisition, NSLI-Y should continue to refine host-family screening processes to ensure the best fit and minimize conflicts between NSLI-Y participants and host family members. Consider including teenaged family members in the host family interview and orientation (not just the host parents). Provide clear guidelines about the use of English in the home during the participant's stay. Ensure that program activities regularly allow for unstructured time with the host family.

**Recommendation #8: NSLI-Y should consider engaging a professional counselor on an as-needed basis. (Findings 48 and 52)**

To respond effectively to the mental health needs of the NSLI-Y participants, the program should consider engaging a professional counselor on an as-needed basis to assist with refining in-depth orientations for both participants and for host families, mediating conflicts when they arise, and providing mental health support for those participants who find themselves in traumatic or overly stressful situations. In countries in which there is no recognized counseling profession, a paraprofessional with supervision from a counselor in the United States may be an adequate substitute. This should provide some relief to local coordinators and resident directors and better support for program participants.

**Recommendation #9: NSLI-Y should ensure that all staff have annual training on management and reporting of critical incidents involving participants. (Findings 40 and 48)**

To provide appropriate support to NSLI-Y participants who find themselves in difficult or dangerous situations, NSLI-Y should ensure that all program staff in direct contact with NSLI-Y

participants have annual refresher training on appropriate handling of critical incidents and the organization's policies on dealing with critical incidents, particularly where that might deviate from how such incidents might typically be handled locally. Arrival orientation for participants should also include protocols for reporting critical incidents.

**Recommendation #10: NSLI-Y should devise a standard practice for communicating regularly with parents while their children are on the program. (Findings 34 and 53)**

To improve parent satisfaction and connectedness to the NSLI-Y program, NSLI-Y should consider making a weekly parent newsletter a standard part of the communication while participants are on program. While many youths do communicate with their parents regularly, parents felt more connected to the program when they received those updates.

**Recommendation #11: NSLI-Y should leverage existing resources to make post-program language resources available. (Finding 54)**

To maintain high levels of interest and proficiency in critical languages among alumni, ECA should consider making post-program language resources available to NSLI-Y alumni or directing them to available resources, particularly for the languages that are least commonly taught.

**Recommendation #12: NSLI-Y should revise the elements of its re-entry orientations. (Findings 32 and 54)**

To reduce dissatisfaction with the re-entry orientation, NSLI-Y should review its contents and rebalance the focus of the orientation. It should include a short discussion of strategies that alumni may use to handle inappropriate requests from host community members; for example, visa sponsorship, or gifts of items that alumni could obtain in the United States that might be difficult to obtain there. An end-of-session evaluation might also serve as an opportunity to inform host families about how participants are being counseled to handle those requests, which could help tamp those down.

**Recommendation #13: ECA should consider developing a cross-program alumni engagement strategy. (Findings 28 and 55)**

To address the gap identified in alumni engagement activities, NSLI-Y should consider developing a strategy for phased engagement with NSLI-Y alumni at different stages in their lives. While it should not dilute the NSLI-Y brand, such a strategy should identify the differing needs and wants of alumni as they progress rapidly through academic and professional life transitions. It also needs to address the multiple layers of alumni connectedness – to specific IP, to NSLI-Y, and to ECA. One suggestion that an alumna made was to link NSLI-Y alumni activities with those of ECA-sponsored programs for the same age group. Therefore, ECA might have an opportunity to leverage the activities and networks from YES, CLS, Boren, and other relevant programs to maintain alumni interest and connection to the ECA and NSLI-Y “brands.”



## **ANNEX A: STATEMENT OF WORK**

### **Statement of Work: Evaluation of the National Security Language Initiative for Youth**

Under Functional Area 3: Diplomacy, Media and Cultural Affairs Programs of BP/F's Performance Management and Evaluation Services IDIQ, the Evaluation Division in the Office of Policy and Evaluation in the Bureau of Educational and Cultural Affairs (ECA), in the U.S. Department of State (DOS), seeks evaluation services for an independent evaluation of ECA's National Security Language Initiative for Youth (NSLI-Y).

### **BACKGROUND AND CURRENT STATUS OF THE EFFORT**

NSLI-Y is designed to increase the number of American youth (ages 15 to 18) who learn critical foreign languages in support of the U.S. foreign policy goals of increasing national security, promoting U.S. competitiveness, and involving the robust participation of youth. NSLI-Y programs accelerate and advance participants' language skills through a combination of structured classroom language instruction and less formal interactive and applied learning opportunities.

The NSLI-Y program provides merit-based scholarships for eligible U.S. high school students and recent graduates to learn less commonly taught languages. Participants spend a summer or academic year studying one of eight (8) languages (Arabic, Chinese, Hindi, Indonesian<sup>1</sup>, Korean, Tajik, Russian, or Turkish) while immersed in the culture and day-to-day life of the host country and while living with a host family. Summer participants have six (6) weeks of language classes and academic year participants are in the host country for about ten (10) months.

In addition to language classes, the program includes planned excursions, guided internships, activities with local peers, extracurricular activities, cultural activities and community service.

#### **NSLI-Y Program Goals:**

1. To develop a cadre of Americans with advanced linguistic skills and related cultural understanding who are able to advance international dialogue, compete effectively in the global economy, and promote mutual understanding;
2. To provide a tangible incentive for the learning and use of foreign languages by providing overseas language study opportunities for American high school students; and to spark a lifetime interest in foreign languages and cultures among American youth.

**Expected Program Outcomes:**

1. Participants will demonstrate a substantive, measurable increase in language proficiency (oral comprehension, speaking, reading, and writing), as verified through pre- and post-program assessment utilizing a standardized language assessment tool.
2. Participants will demonstrate a deeper understanding of the host country's society, institutions and culture.
3. Participants will share American culture with their overseas peers, and alumni will share their overseas experiences with others in their U.S. schools and communities.
4. Alumni will continue their language learning, apply their linguistic skills in their academic, career, and volunteer activities, and/or participate in other exchanges and educational activities to further language learning.

\*Indonesian was added to the program for 2018 and will not be included in this evaluation.

**NSLI-Y Program Implementing Partners included in this evaluation:**

<b>Implementing Partner</b>	<b>FY Years Active (after 2008)</b>
AFS-USA INC	2008-2017
American Councils	2008-2017
American Cultural Exchange Services (ACES)	2011- 2017
Americans Promoting Study Abroad (APSA)	2012-2013
AMIDEAST	2012-2017
Chicago Public Schools	2008
China Institute in America	2008
Concordia Language Villages	2009-2010
iEARN-USA, Inc.	2009-2017
Legacy International	2008, 2011-2017
Russian American Foundation (RAF)	2011-2017
SUNY at Stony Brook	2016-2017
University of Delaware	2008, 2011-2017
University of Minnesota	2016-2017
University of Wisconsin	2008, 2016-2017
University of North Carolina (Charlotte)	2017, 2018

During the period in which this evaluation will focus on, the following host countries and languages have been visited and studied by participants.

<b>NSLI-Y Language</b>	<b>Host Country</b>	<b>Estimated # of Alumni between 2008 and 2017</b>
Chinese	China	2,086
	Taiwan	84
Arabic	Egypt	151
	Jordan	204
	Morocco	663
	Oman	54
Hindi	India	280
Korean	Korea	636
Russian	Russia	730
	Latvia	40
	Moldova	149
	Estonia	60
Tajik	Tajikistan	111
Turkish	Turkey	257
<b>Total</b>		<b>5505</b>

*\*#s are considered estimated due to some alumni who have done the program more than once*

## PURPOSE OF THE EVALUATION

The purpose of this evaluation is twofold: a) to examine the degree to which the NSLI-Y program is meeting its stated goals and outcomes and b) the degree to which the NSLI-Y program helps advance DOS strategic policy priorities.

More specifically, the evaluation will offer an analysis of how NSLI-Y Alumni are able to apply skills and knowledge learned during their exchange experience to their academic and career goals (and in which sector – private, government, or non-governmental – they are working in), create a multiplier effect in deepening trust between peoples, and create positive changes in their communities. The evaluation will provide evidence to inform programmatic decision-making by ECA management, who will be the primary user. This evaluation will also assist the DOS, the Office of Management and Budget (OMB), the U.S. Congress, and others in formulating the best evidence-based decisions regarding future program planning and design, budget, and policy issues.

This evaluation will cover alumni cohorts from the NSLI-Y program that took place from 2008 through 2017 (i.e. 2017 summer session and 2017-2018 academic year), representing approximately 5,500 alumni.

## EVALUATION QUESTIONS

The evaluation should answer the following overarching questions:

### Process Improvement<sup>7</sup>

1. How can ECA shape the next phase of NSLI-Y programming?
  - a. What aspects of the program did alumni find most and least useful/beneficial?
  - b. Which aspects of the program would they change?
  - c. Are there any program components that alumni think NSLI-Y should add?

### Impact on Alumni

2. In what ways has participation in NSLI-Y contributed to alumni:
  - a. Language proficiency;
  - b. Academic development;
  - c. Career development;
  - d. Community projects/service initiatives; and
  - e. Personal development.
3. In what ways have NSLI-Y participants used or benefited from the cross-cultural and leadership skills they learned as an exchange student?
  - a. Are they utilizing their skills post-program? If so, how and where (in government, business, or non-profit sectors)?

### Impact on Communities

4. In what ways has participation in NSLI-Y allowed alumni to benefit their international host communities and U.S. home communities?

### Supporting Public Diplomacy and Foreign Policy Goals

5. In what ways has the program influenced changes in participants' attitudes/perceptions of world views and host countries?
  - a. In what ways, if any, has the program influenced changes in a participant's home communities' attitudes/perceptions of world views and host countries?

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<sup>7</sup> Note that even though the questions focus on the perspectives of the alumni, ECA would also like the evaluation team to obtain data from other stakeholders as well (such as the implementing partners).

- b. In what ways, if any, has the program influenced changes in host community attitudes/perception to world views, the United States, and Americans?
- 6. To what extent has NSLI-Y built lasting personal relationships, and strengthened relations between the U.S. and citizens of other countries?
  - a. In what ways has NSLI-Y influenced the engagement of its alumni with the wider Exchange Alumni Network?
  - b. In what ways do NSLI-Y Alumni continue to engage with people they met on their exchange program once they return home?
- 7. How does this program support the following U.S. foreign policy priorities:
  - a. Promoting U.S. competitiveness; and
  - b. Cultivating secure and resilient communities.

## **EVALUATION DESIGN AND DATA COLLECTION METHODS**

The Evaluation Division places a high value on evaluation design and products that:

1. Integrate rigorous analysis of both qualitative and quantitative data;
2. Engage with a wide variety of stakeholders;
3. Help refine existing program models and components; and
4. Produce examples of program impact.

Below are suggested methodologies for data collection that may be appropriate for this evaluation. This should not be considered a final or complete list. It is expected that the contractor's proposal and eventual final evaluation plan will carefully consider the appropriateness of all potential methodologies against their ability to both answer the evaluation questions and meet the requirements outlined within this SOW.

Potential data collection methodologies:

- Document and records review
- Surveys (web based or in-person)
- In-depth, semi-structured and structured interviews (remote and/or in-person)
- Focus groups (remote and/or in-person)

Key stakeholders that may be considered relevant during data collection include the following:

- NSLI-Y alumni (located both in the United States and overseas)
- Implementing partners
- U.S. high schools and universities
- International host institutions
- Natural families (legal parents/guardians of alumni)

- Host families

Data collection should include **both** domestic and overseas fieldwork. The contractor should plan to travel in-person for all domestic fieldwork, while all overseas fieldwork should be conducted with the assistance of local independent contractors/sub-contractors (see Sections 7.7 and 7.8 below for additional details).

In developing the final evaluation plan, the Evaluation Division will work closely with the contractor to determine the best methodologies and approaches required to meet the needs of this evaluation.

## 7. WORK REQUIREMENTS – TASKS & DELIVERABLES

Below is a detailed summary of all tasks and deliverables required under this task order:

Description	
7.1	<p><b>Regular Communication with the Evaluation Division</b> Provide status meeting notes that summarize discussions, decisions and result in actionable items. Upon award, the Evaluation Division and the contractor shall communicate with the Evaluation Division on a regular basis (i.e. weekly, bi-weekly, monthly as deemed necessary).</p> <p><b>Monthly Reports:</b> This regular communication also includes Monthly Progress Reports – which are to include status of on-going and completed tasks, brief summaries of significant meetings or briefings held during the month reported on, next steps to be undertaken by the contractor, and any pending actions to be taken by the Evaluation Division. Monthly reports should also highlight any delays or expected delays based on the timeline (i.e. when a benchmark or deliverable was <u>not</u> met) as well as remedies or significant challenges which impede the timeline. The monthly report is expected to only be 1-2 pages.</p>
7.2	<p><b>Kick-off Meeting</b> Meet with ECA to discuss the mechanics of the evaluation before data collection begins. <i>The Evaluation Division will provide direction in terms of meeting with other offices or outside agencies and grantees.</i></p>
7.3	<p><b>Program Document Review</b> Upon award, the contractor will begin preliminary research and review of the NSLI-Y and the Evaluation Division website to review previously evaluated work to gain a better understanding of the program, and begin developing the evaluation plan. The ECA Evaluation Division will also assist the contractor with the identification and collection of program documents.</p>

Description	
7.4	<p><b>Evaluation Plan</b></p> <p>The contractor will work in close collaboration with the ECA Evaluation Division to develop a final evaluation plan that includes the following elements:</p> <ol style="list-style-type: none"> <li>1. Data collection methods</li> <li>2. Quality Assurance Plan (which should consist of: participant contact information management plan, plan for data collection instruments, translation plan, survey administration plan, and a quantitative and qualitative analysis plan)</li> <li>3. Planned analysis techniques</li> <li>4. Timeline</li> </ol> <p><b>NOTE:</b> The Evaluation Division must approve any changes in the evaluation plan.</p>
7.5	<p><b>Data Collection Instrument(s) Development and Administration</b></p> <p><b>Development:</b> The contractor will draft and submit data collection instruments (e.g. survey questionnaires) to the Evaluation Division for approval. <i>The contractor will revise all draft data collection instruments (e.g. survey questionnaires) in collaboration with the Evaluation Division. All instruments must be approved by the Evaluation Division prior to finalization and use.</i> In some cases, the Program Office and U.S. Embassy should review and approve data collection strategies and/or instruments.</p> <p><b>NOTE:</b> Due to the U.S. audience as a part of this evaluation's data collection efforts, some data collection instruments will require OMB approval as part of the Paperwork Reduction Act (PRA). After the instruments have been developed, the Evaluation Division will work to submit them through the approval process (<i>see Section 9.3 &amp; 10 for more details regarding the requirements, and regarding the contractor's role during this process</i>). It is anticipated that there will be <u>at least</u> a six (6) month turnaround. The contractor should remain flexible with the timeline, and the Evaluation Division will keep the contractor informed on the progress/status as well as when requirements related to this task will be needed.</p> <p><b>Data Map:</b> The contractor will be required to submit a data map of the data collection questions (items on survey questionnaire) to the research questions.</p> <p><b>Scripts:</b> In addition, the contractor will draft and submit the initial introductory contact/cover letters/e-mails/scripts as well as any follow-up or reminder correspondence language related to all data collection instruments, as well as any contact or script language related to the location verification of alumni to the Evaluation Division for revision and approval.</p> <p><b>Pre Test:</b> The contractor will conduct a pre-test(s) of data collection instrument(s). <i>Any subsequent revisions must be reviewed and approved by the Evaluation Division.</i></p> <p><b>Administration:</b> In regard to quantitative data collection (survey administration), the contractor will provide the Evaluation Division with a survey administration plan with details on strategies to regularly monitor survey response rates and methods to increase response rates. Methods to reach survey respondents may include but are not limited to reminder e-mails, domain adjustments, phone calls, etc. Survey response rates of 35% or less are deemed inadequate and contractors will be required to demonstrate attempts to maximize response rates.</p> <p>Second, the contractor will be required to perform diagnostics to ensure adequate survey coverage of key groups is represented in the study population (e.g. gender, program year, program language, and host country). The contractor will work closely with the Evaluation Division to determine key groups and the Evaluation Division will sign off (approve) on the threshold of representation of the</p>

Description	
	<p>agreed to key groups.</p> <p><b>Reporting:</b> Upon completion of the use of each data collection instrument (survey questionnaire, for example) or completion of the evaluation project, the contractor must report on the use of survey instruments. The contractor will be required to report the following information:</p> <ul style="list-style-type: none"> <li>• The actual number of surveys distributed and/or the actual number of people interviewed or participating in focus groups (respondents).</li> <li>• The actual number of surveys/interview requests returned/undeliverable/declined, etc.</li> <li>• The percentage of total number of responses that were collected electronically (e.g. via email or web-based instruments).</li> <li>• The total average time (in minutes) it took all respondents to complete the survey or instrument.</li> <li>• All raw data from each data collection instrument must be submitted to the Evaluation Division upon completion of the project.</li> </ul>
7.6	<p><b>Updated Alumni Contact Lists</b></p> <p>Upon contract award, the Evaluation Division will provide a list of program Alumni, as is, to the contractor. This list will consist of information the Evaluation Division is able to collect from within the Department of State, namely from the ECA Alumni Archive only. This will most likely not represent the most up-to-date information for all alumni.</p> <p>The contractor will be fully responsible for finding, securing updated/current contract information for alumni involved in this study, and verifying to the greatest extent possible beyond what is initially provided. This includes, but is not limited to, contacting implementing organizations for their alumni records for the period covered by the SOW and merging with the DOS contacts provided by the Evaluation Division. Additionally, the firm will need to determine where there is any duplicate information due to some alumni having been on the program more than once.</p> <p>Methods to reach alumni may include but are not limited to e-mails, phone calls, scanning of social media sites, address directory searches, etc. The contractor should provide a short description of the evaluation process to share with program alumni, host organizations, and implementing partners prior to contacting the alumni.</p> <p>All Alumni contact information must be provided as a deliverable to the Evaluation Division at the completion of the evaluation. This should include an Alumni contact inventory which outlines the number of program participants / alumni with contact information and type (e-mail, phone etc.) as well as the number of alumni without contact information. Differences in contact information by group (e.g. Demographics: fiscal/program year, gender, thematic focus, country, etc.) should also be noted in the inventory</p>



Description								
7.7	<p><b>Domestic Field Work</b></p> <p>Fieldwork in the U.S. should include site visits to a maximum of five (5) regions plus the local District of Columbia-Maryland-Virginia (DMV) area, with no more than a 2-person team at each site (totaling six (6) domestic site visits). Trips will be determined based on concentration of alumni and what is most logistically feasible.</p> <p>For the purposes of the Technical and Price Proposal <b>ONLY</b>, the contractor should use the following illustrative regions as a guide in selecting domestic sites for fieldwork:</p> <p><b>Domestic Regions with Illustrative Cities/States</b> <i>(Selected based on the locations of Alumni Representatives, though it is unknown at this point how many alumni overall may still reside in these areas. <u>For price proposal purposes, please utilize those cities marked with an *</u>).</i></p> <p><b>NOTE: This does not represent the final list of states/cities for this project.</b></p> <p>These locations are all subject to change, contingent on other events, a concentration of alumni that reside in or around the area, or State Department interests that require selection of a new region. The Evaluation Division can amend the selection of fieldwork sites, at any point during the evaluation, and the Offeror should remain flexible at all times.</p> <p>Once study locations are finalized, the contractor will take full responsibility for fieldwork implementation (i.e. preparation for fieldwork and data collection logistics) as deemed appropriate by the Evaluation Division.</p> <table><tr><td><b>West Coast:</b> San Francisco, California* Seattle, Washington</td></tr><tr><td><b>Mountain:</b> Denver, Colorado* Tucson, Arizona</td></tr><tr><td><b>Midwest:</b> St Louis, MO</td></tr><tr><td><b>Southwest:</b> Dallas, Texas</td></tr><tr><td><b>Southeast:</b> Atlanta, Georgia* Orlando, Florida</td></tr><tr><td><b>Northeast:</b> New York, New York* Boston, Massachusetts</td></tr><tr><td><b>Great Lakes:</b> Chicago, Illinois* Detroit, Michigan</td></tr></table>	<b>West Coast:</b> San Francisco, California* Seattle, Washington	<b>Mountain:</b> Denver, Colorado* Tucson, Arizona	<b>Midwest:</b> St Louis, MO	<b>Southwest:</b> Dallas, Texas	<b>Southeast:</b> Atlanta, Georgia* Orlando, Florida	<b>Northeast:</b> New York, New York* Boston, Massachusetts	<b>Great Lakes:</b> Chicago, Illinois* Detroit, Michigan
<b>West Coast:</b> San Francisco, California* Seattle, Washington								
<b>Mountain:</b> Denver, Colorado* Tucson, Arizona								
<b>Midwest:</b> St Louis, MO								
<b>Southwest:</b> Dallas, Texas								
<b>Southeast:</b> Atlanta, Georgia* Orlando, Florida								
<b>Northeast:</b> New York, New York* Boston, Massachusetts								
<b>Great Lakes:</b> Chicago, Illinois* Detroit, Michigan								

	Description
7.8	<p><b>International Fieldwork</b></p> <p>See Section 9.4 for translation requirements related to any instruments used for overseas stakeholders.</p> <p><b>NOTE:</b> (We expect that the level of travel of the U.S. evaluation team will be minimal and that the contractor will leverage in-country partners). <u>For price proposal purposes, please utilize those countries marked with an *).</u></p> <p>Fieldwork does not need to cover every country but should cover every language. The contractor will be expected to specify the number of focus groups and/or interviews that they plan to conduct for each language, and from which countries they will find key stakeholders to speak with. See the chart below to aid in selection.</p> <p>All selections are subject to change, contingent on security conditions, other events, or State Department interests that require selection of new or different country. The Evaluation Division can amend the selection of fieldwork countries, at any point during the evaluation, and the contractor should remain flexible at all times.</p> <p>Once selections are finalized, the Evaluation Division will work with Posts in selected countries to facilitate fieldwork as needed. The contractor will take full responsibility for fieldwork implementation (i.e. preparation for fieldwork and data collection logistics) as deemed appropriate by the Evaluation Division</p> <p>Six-day workweeks for this portion of the evaluation will be authorized.</p> <p><b>NOTE:</b> It is the expectation that not all key informants outside of the U.S. who may have interacted with the alumni during the program will speak English well enough to complete a survey or participate in an interview, etc. Therefore, the contractor should expect to have data collection instruments translated into any NSLI-Y languages (<b>only as necessary</b>) referenced in Section 2 and submitted to the Evaluation Division.</p>

Description				
		<b>Language</b>	<b>Country</b>	<b># of Alumni</b>
		Chinese	China*	2,086
			Taiwan	84
		Arabic	Egypt	151
			Jordan	204
			Morocco*	663
			Oman	54
		Hindi	India*	280
		Korean	Korea*	636
		Russian	Russia*	730
			Latvia	40
			Moldova	149
			Estonia	60
		Tajik	Tajikistan*	111
		Turkish	Turkey*	257
<b>7.9</b>	<b>Evaluation Report Outline</b> Prior to drafting the Evaluation Report, the contractor will be required to first submit a detailed draft report outline for approval by the Evaluation Division.			
<b>7.10</b>	<b>Initial Draft of Final Evaluation Report</b>  As part of the report review process, the contractor should expect to produce multiple drafts of the Evaluation Report, and adequate time shall be incorporated into the project schedule. Below is an outline of the expected review/approval process and how long the contractor can expect that turnaround time on feedback will take: <ol style="list-style-type: none"> <li>1. Evaluation Division review (one week)</li> <li>2. NSLI-Y Program Office and ECA/P manager review (two weeks)</li> <li>3. ECA senior management (DAS level) final approval (two weeks)</li> </ol> The contractor must remain flexible should more or less time be required to gain the appropriate approvals			

Description	
7.11	<p><b>Final Briefing</b></p> <p>After approval of the draft version of the Evaluation Report, the contractor will be expected to present a briefing (most likely format will be 45-60 minutes of presentation; 30-45 minutes of questions) of the report findings to key stakeholders identified by the Evaluation Division.</p> <p>Stakeholders may include members of the Office of Policy and Evaluation, Program Offices in ECA, staff from other Offices in the U.S. Department of State, ECA senior leadership, or staff from implementing organizations.</p> <p><b>NOTE:</b> Prior to the briefing, the contractor will be required to submit the PowerPoint presentation and any associated materials to the Evaluation Division for review and approval. Briefing materials should be a stand-alone presentation (i.e. with appropriate slide notes/script) which can be used by the Evaluation Division after the completion of the Evaluation.</p>
7.12	<p><b>Evaluation Final Report</b></p> <p>The Final Evaluation Report should include a review of the evaluation and the NSLI-Y, an Executive Summary that includes key findings, and a detailed analysis of the data collected, as well as any recommendations and/or lessons learned for the program. As per DOS evaluation guidelines, the final report should be between 25-35 pages (not including appendices). Detailed information on analysis, data, or research instruments can be placed in appendices. DOS officials are usually not conversant with academic jargon and technical expressions; therefore, if they are used, they should be explained in the text. The report should be organized around evaluation questions. For each major evaluation question, the report should have a separate section presenting findings and conclusions.</p> <p>Language in the Final Report should be clear and easily understandable by a lay audience. The Evaluation Report should follow the U.S. Government Printing Office Style Manual (<a href="http://www.gpo.gov">www.gpo.gov</a>).</p> <p>Electronic copies in Microsoft Word and PDF of these documents will be submitted in an e-mail to the Evaluation Division prior to the conclusion of the contract. A single file must include the executive summary and the full report, with any relevant appendices (plus a cover sheet) in a separate file. Additionally, the contractor will be expected to deliver ten (10) colored, bound hardcopies.</p>
7.13	<p><b>Evaluation Summary</b></p> <p>Upon completion of an approved final Evaluation Report the contractor will be expected to develop an evaluation summary. The evaluation summary should be brief, not more than two pages. The summary should include the following:</p> <ul style="list-style-type: none"> <li>• Title of the evaluation</li> <li>• Date the report was submitted</li> <li>• Purpose of the evaluation and questions addressed</li> <li>• Methodology</li> <li>• Key Findings</li> <li>• Recommendations/Lessons learned</li> </ul> <p>Contractor should review the African Women's Entrepreneurship Program and Gilman evaluations on the Evaluation Division website: <a href="https://eca.state.gov/impact/evaluation-eca/evaluation-initiative/completed-evaluations">https://eca.state.gov/impact/evaluation-eca/evaluation-initiative/completed-evaluations</a></p>

Description	
	Electronic copies in Microsoft Word and PDF of the approved final evaluation summary will be submitted by e-mail to the Evaluation Division prior to the conclusion of the contract.
7.14	<p><b>Infographic Brochure Report</b></p> <p>After the Final Evaluation Report has been submitted and approved, the contractor will be expected to meet with the Evaluation Division, and possibly other ECA stakeholders (e.g., the Program Office) to determine which specific data points from the Final Report will be shared with which audiences and for what purpose. These data sets will be included in a brief infographic style report. Unless otherwise specified, this should be a one-page document for use in promoting the results of the evaluation. The data points used in this infographic will be used solely at the discretion of ECA. The infographic report provided by the contractor should reflect these discussions, and should be visually appealing and accessible by a variety of different audiences. This Report should utilize minimal text and conveying the data through infographics.</p> <p>Contractor should review similar documents prepared for the African Women Entrepreneurship and Fulbright Foreign Student programs: <a href="https://eca.state.gov/impact/evaluation-eca/evaluation-initiative/completed-evaluations">https://eca.state.gov/impact/evaluation-eca/evaluation-initiative/completed-evaluations</a></p> <p>Additional design guidance will be provided as necessary.</p> <p>Electronic copies of the approved final infographic will be submitted by e-mail to the Evaluation Division prior to the conclusion of the contract in multiple file types (i.e. PDF, Illustrator). The file delivered must consist of a high-quality infographic report in PDF format with high-resolution images that are 300 dpi (dot per inch). Additionally, the contractor will be expected to deliver fifty (50) glossy, full color hard copies.</p>

## ANNEX B: DATA COLLECTION INSTRUMENTS

### NSLI-Y FOCUS GROUP PROTOCOL: ALUMNI

**Moderator:** “Hello, my name is \_\_\_\_\_, and I will be leading this focus group discussion. We are here to gather information about your experience with the U.S. State Department’s National Security Language Initiative for Youth (NSLI-Y) Program. This information, along with information collected through other focus groups, interviews, and surveys, will help us assess the impact that NSLI-Y has on students and their host and home communities.” The moderator asks each focus group participant to share his/her name and occupation with the other participants in the focus group. After introductions from participants, the moderator explains the focus group procedures.

**Moderator:** “This focus group discussion will last approximately one and a half hours. There are no right or wrong answers to the questions I am going to ask you. We want to capture the full range of opinions that you may have, so please feel free to disagree. However, please speak one person at a time, because we are taping the focus group session. Recording the focus group will allow me to concentrate on your responses and ensure that I do not miss anyone’s input during the discussion. If at any time, anyone feels that they would prefer to speak with the recorder off, please let me know and I will stop the recorder. Also, please note that the information that is shared here should stay here and not be shared with others who did not participate in the focus group.”

#### TOPIC I—INTRODUCTION TO THE NSLI-Y PROGRAM

##### 1. How did you become aware of the NSLI-Y Program?

- 1.1. Thinking back to your first exposure to the NSLI-Y program, how did you hear about NSLI-Y and what was your **primary reason** for being interested in the program? (and why that language?)
- 1.2. What about the program appealed or appeals to you, and what were the aspects of the program that you found most useful or beneficial? Why did you find those particularly useful or beneficial?
- 1.3. Were there any aspects of the program that seemed to be less than useful? If so, what are they, and how would you have changed them?
- 1.4. What, if anything, surprised you most about life in your program location? What would you say was the most important or striking thing you learned about it? How did the experience change your perspectives on the country or your world view more generally?

#### TOPIC II—INFORMATION SHARING

##### 2. To what extent, if at all, have you shared information with your family and others in your home community about your experience and the culture of your host country?

- 2.1. What kinds of information about the U.S. did you share while on the program (through formal or informal opportunities)?
- 2.2. To the best of your knowledge, how has the information that you shared impacted the people you shared it with? *[Probe on greater interest in the U.S./international affairs, interest in traveling internationally, being more globally/internationally-minded, changes in your view of the world]*
- 2.3. How would you describe your current relationship with your host families? *[Probe on extent of ongoing contact.]*

- 2.4. What kinds of information about the host country did you share when you returned (through formal or informal opportunities)?
- 2.5. To the best of your knowledge, how has that information you shared impacted your audiences?  
[Probe on greater interest in host country/international affairs, interest in traveling internationally, being more globally/internationally-minded and tolerant, changes in your view of the world]

### TOPIC III—THE NSLI-Y IMPACT

3. **Any study abroad experience affects participants in some ways. From your perspective, what differences did you see in yourself after coming back from your NSLI-Y program?**
  - 3.1. Describe some of the changes at the personal level that you saw in yourself. [Probe on leadership, self-confidence, motivation, goal orientation, resilience/flexibility, communication skills, values, world view, etc.] Do you recall specifically what led to those changes?
  - 3.2. Did you make any changes to your studies or planned studies? If so, what were they? [Probe on language fluency, additional language study, greater interest in/more definite plans to study abroad, undergraduate major selection, etc.] What made your new path more compelling or interesting to you?
  - 3.3. Now, moving from high school to career tracks is quite a journey with lots of inputs along the way, but for those of you who are starting their careers, would you say that NSLI-Y contributed to your selection of a career track? How so? [Probe on leadership, changemaking, global/international work, use of languages, intercultural communication skills, etc.]

### TOPIC IV—IMPACTS ON COMMUNITY

4. **One of the overarching goals of the program is in some way to contribute to making American communities more secure and resilient and improving American global competitiveness. How, if at all, in your view does NSLI-Y contribute to those goals?**
  - 4.1. One of the key elements of resilience is how you cope with adverse situations. Do you have any examples you would be willing to share of how you have applied your skills in coping with adversity to a problem in your home community or community where you currently reside?
  - 4.2. Shifting to competitiveness now, do you have any thoughts you would be willing to share on how this program contributed to has improved or could improve competitiveness in the world economy (either for your home community when you began the program or where you live now)?
  - 4.3. What, if any, impacts do you think the program has had on your host community?

### CONCLUDING QUESTIONS

5. **To close out the focus group, I wanted to ask about your continued engagement with ECA and the NSLI-Y program. Have you engaged in any NSLI-Y alumni activities? If so, what did you find useful about them? If not, what benefits would you need to get out of it to get you engaged?**

**Moderator:** *“Thank you for your participation in this study. We appreciate your comments and information.”*

## NSLI-Y ALUMNI SURVEY

**Note: Survey will be online in Dexis' SurveyGizmo system. Therefore, formatting of specific questions may differ in the final presentation.**

### Entry Screen:

Thank you for taking the time to participate in the NSLI-Y evaluation!

The National Security Language Initiative for Youth (NSLI-Y) program is funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), which has contracted the Dexis Consulting Group to conduct an independent evaluation of NSLI-Y between 2008 and 2017. You have received an invitation to participate in this survey because ECA's records show that you participated in the NSLI-Y program in that period.

The purpose of this evaluation is to assess NSLI-Y's progress to date and to provide ECA and its implementing partners with lessons learned and recommendations to improve the impact and effectiveness of programs in the future. You have a unique perspective to contribute to this evaluation. We would like to learn about your observations of and experience during and since your NSLI-Y program. To better understand the progress, successes, and challenges of NSLI-Y. This survey will take approximately 12-15 minutes to complete.

**Please note that your participation in this survey is voluntary, and you are free to end the survey at any time. By clicking the "Consent and enter survey" button below, you are consenting to the following terms:**

- Any response you provide may be reported in the final report as part of the aggregated quantitative analysis or the de-identified qualitative analysis from open-ended responses.
- Responses may be reported by specific demographic category, program year, or program site. The only identifying information used will be the demographic information provided in the final section of the survey.
- De-identified data files will be submitted to ECA at the completion of the evaluation (without names or any contact information).
- The data you provide may be reanalyzed at a later date for a follow-up study or other purpose as approved by ECA.

If you have any questions about this survey or the NSLI-Y evaluation more broadly, you can contact the Dexis evaluation team at [abryan@dexisonline.com].

Please answer the questions to the best of your ability and use the comment boxes to provide fuller answers and more insight on your experiences with NSLI-Y. Thank you in advance for your time and input!

### CONSENT TO PARTICIPATE

By clicking the button to enter the survey below, you are giving your consent to participate in this evaluation. If you do not wish to participate, please click the exit survey link below.

Consent and Enter Survey ☐

Refuse and Exit Survey ☐

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Thank you for taking the time to complete this U.S. Department of State NSLI-Y Alumni survey. There are no right or wrong answers, and no personal information will be released by Dexis Consulting Group. Please answer each question to the best of your ability. Thank you.

## SECTION I: NSLI-Y Experiences

*This section of the survey focuses on aspects of your NSLI-Y Program.*

1. Which response best reflects your participation in the NSLI-Y program?

Summer only Participant (one summer) (01)	Summer only Participant (multiple years) (02)	Academic Year only Participant (03)	Semester only Participant (04)	Summer and Academic Year Participant (05)	Summer and Semester Participant (06)	Aca
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2. What motivated you to apply for the NSLI-Y program? [**select all that apply**]

Option	
a. Interest based on information from someone else who had applied/ participated.	<input type="checkbox"/>
b. Interest based on information from high school advisor/ teacher.	<input type="checkbox"/>
c. Interest based on online advertising.	<input type="checkbox"/>
d. Interest in pursuing language study.	<input type="checkbox"/>
e. Interest in country culture.	<input type="checkbox"/>
f. Interest in general travel.	<input type="checkbox"/>
g. Professional development.	<input type="checkbox"/>
h. Other (specify)	<input type="checkbox"/>

3. In which location did you study on your NSLI-Y program? (**If you participated more than once, please answer for your first program here**)

China	Taiwan	South Korea	Russia	Estonia	Latvia	Moldova
India	Morocco	Egypt	Jordan	Oman	Tajikistan	Turkey

- a. In which year did you begin the NSLI-Y program? [dropdown 2008-2017]  
b. What did you think about the length of the program?

### Options

Too short	<input type="checkbox"/>
Just right	<input type="checkbox"/>
Too long	<input type="checkbox"/>

- c. Why did you choose this language? (**Select all options that apply**)

Options	
a. Previous experience with language	<input type="checkbox"/>
b. Previous travel to country	<input type="checkbox"/>
c. Intent to study language in the future	<input type="checkbox"/>
d. Intent to pursue area studies for that region in the future	<input type="checkbox"/>
e. Interest in working in that region in the future	<input type="checkbox"/>
f. Other (specify)	<input type="checkbox"/>

d. Please specify where you stayed during the program.

Options	
a. Dorm (skip to Q4)	<input type="checkbox"/>
b. Host Family	<input type="checkbox"/>
c. Both	<input type="checkbox"/>

e. How long did you stay with your host family/host families?

Options	
a. Less than one week	<input type="checkbox"/>
b. One to two weeks	<input type="checkbox"/>
c. Three to four weeks	<input type="checkbox"/>
d. Six weeks	<input type="checkbox"/>
e. Semester	<input type="checkbox"/>
f. Academic year	<input type="checkbox"/>

4.

Better than expected

Met my expectations

Worse than expected

(01)

(02)

(03)

☐
☐
☐

5. Please rank the top five aspects of the NSLI-Y program that you found to be the most beneficial or useful. Please drag and drop your top five in order.

**Program Element**

**1 2 3 4 5**

- a. Language immersion (living in the program location with a host family)
- b. Language instruction (classroom instruction in language)
- c. Pre-departure orientation
- d. Pre-program language instruction
- e. Pre-program online courses
- f. Weekly meetings with resident director/local coordinator
- g. Attending a high school in your program location (academic year only)
- h. Mid-year check-in (academic year only)
- i. Home stay
- j. Instruction on history and culture of program location
- k. Community service activities
- l. Cultural enrichment activities
- m. Travel component (academic year only)
- n. Re-entry orientation

6. Were any of the following aspects of your NSLI-Y program **not** beneficial or useful? [*Select any that apply. If your program did not include that element, please leave it blank.*]

**Program Element**

**Selection**

- a. Language immersion (living in the program location with a host family)
- b. Language instruction (classroom instruction in language)
- c. Pre-departure orientation
- d. Pre-program language instruction
- e. Pre-program online courses

Program Element	Selection
f. Weekly meetings with resident director/local coordinator	
g. Attending a high school in your program location (academic year only)	
h. Mid-year check-in (academic year only)	
i. Home stay	
j. Instruction on history and culture of program location	
k. Community service activities	
l. Cultural enrichment activities	
m. Travel component (academic year only)	
n. Re-entry orientation	

7. Did you participate in a second NSLI-Y program?

Yes (01)

No (02)

☐
☐

(continue to Q5)

(Skip to Q12)

8. In which location did you study on your second NSLI-Y program? **(Please answer for your second program here)**

China	Taiwan	South Korea	Russia	Estonia	Latvia	Moldova
India	Morocco	Egypt	Jordan	Oman	Tajikistan	Turkey

- In which year did you begin your second NSLI-Y program? [dropdown 2008-2017]
- What did you think about the length of the program?

**Options**

Too short

Just right

Too long

- Why did you choose this language? **(Select all options that apply)**

**Options**

a. Previous experience with language ☐

b. Previous travel to country ☐

Options	
c.	Intent to study language in the future <input type="checkbox"/>
d.	Intent to pursue area studies for that region in the future <input type="checkbox"/>
e.	Interest in working in that region in the future <input type="checkbox"/>
f.	Other (specify) <input type="checkbox"/>

d. Please specify where you stayed during the program.

Options	
a.	Dorm (Skip to Q6) <input type="checkbox"/>
b.	Host Family <input type="checkbox"/>
c.	Both <input type="checkbox"/>

e. How long did you stay with your host family/host families?

Options	
a.	Less than one week <input type="checkbox"/>
b.	One to two weeks <input type="checkbox"/>
c.	Three to four weeks <input type="checkbox"/>
d.	Six weeks <input type="checkbox"/>
e.	Semester <input type="checkbox"/>
f.	Academic year <input type="checkbox"/>

9. Overall, how did the NSLI-Y program compare to your expectations?

Better than expected	Met my expectations	Worse than expected
(01)	(02)	(03)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please rank the top five aspects of the NSLI-Y program that you found to be the most beneficial or useful. Please drag and drop your top five in order.

**Program Element**

**1 2 3 4 5**

- a. Language immersion (living in the program location with a host family)

**Program Element**

**1 2 3 4 5**

- b. Language instruction (classroom instruction in language)
- c. Pre-departure orientation
- d. Pre-program language instruction
- e. Pre-program online courses
- f. Weekly meetings with resident director/local coordinator
- g. Attending a high school in your program location (academic year only)
- h. Mid-year check-in (academic year only)
- i. Home stay
- j. Instruction on history and culture of program location
- k. Community service activities
- l. Cultural enrichment activities
- m. Travel component (academic year only)
- n. Re-entry orientation

11. Were any of the following aspects of your NSLI-Y program **not** beneficial or useful? [*Select any that apply. If your program did not include that element, please leave it blank.*]

**Program Element**

**Selection**

- a. Language immersion (living in the program location with a host family)
- b. Language instruction (classroom instruction in language)
- c. Pre-departure orientation
- d. Pre-program language instruction
- e. Pre-program online courses
- f. Weekly meetings with resident director/local coordinator

<b>Program Element</b>	<b>Selection</b>
g. Attending a high school in your program location (academic year only)	
h. Mid-year check-in (academic year only)	
i. Home stay	
j. Instruction on history and culture of program location	
k. Community service activities	
l. Cultural enrichment activities	
m. Travel component (academic year only)	
n. Re-entry orientation	

12. Please indicate your agreement or disagreement with the following statements: *[Please check only one response for each statement.]*

<b>Statement</b>	<b>Disagree (01)</b>	<b>Somewhat Disagree (02)</b>	<b>Neither Agree Nor Disagree (03)</b>	<b>Somewhat Agree (04)</b>	<b>Agree (05)</b>	<b>N/A (09)</b>
a. All in all, I found my NSLI-Y experiences to be valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. I am proud to have been a NSLI-Y Exchange Student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. My NSLI-Y experiences led to an academic interest I otherwise would not have developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. My NSLI-Y experiences led to a professional expertise I otherwise would not have developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My NSLI-Y experiences are/have been relevant to my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Statement	Disagree (01)	Somewhat Disagree (02)	Neither Agree Nor Disagree (03)	Somewhat Agree (04)	Agree (05)	N/A (09)
educational pursuits after the program.						
f. My NSLI-Y experiences are/have been relevant to employment opportunities after the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What recommendations or suggestions (adding, modifying, or deleting an aspect of the program) would you make to improve the NSLI-Y program in the future? *[Open-ended, write in]*

## SECTION II: Mutual Understanding

*In this part of the survey, we would like to gain an understanding of your experiences learning about your program location(s) – the people and culture, as well as what you may have shared with others there about the U.S. In addition, we would also like to find out if you had opportunities to share information and experiences about your program location(s) with Americans after the program.*

14. Please rate your **current** knowledge of the following topics. *[Please check only one response for each topic.]*

15. How much did participation in the program change your understanding, perception, or knowledge of the following topics? *[Please check only one response for each topic.]*

14. Topics	No Knowledg e (01)	Basic Knowledg e (02)	Advanced Knowledg e (03)	15.	No Chang e (01)	Minima l Change (02)	Moderat e Change (03)	Substantia l Change (04)	Unsure/ Do Not Know (09)
a. Daily life in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Education system in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Culture in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Religious and ethnic diversity in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Topics	No Knowledge (01)	Basic Knowledge (02)	Advanced Knowledge (03)	15. No Change (01)	Minimal Change (02)	Moderate Change (03)	Substantial Change (04)	Unsure/ Do Not Know (09)
e. Predominant national values in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Political system in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Political relations between your program location(s) and the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Economy in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Economic relations and trade between your program location(s) and the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Based on your experience in the program, would you encourage others to study abroad in your program location?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
(01)	(02)

17. On the scale below, please indicate how easy or difficult it was to make friends or social connections with host family members, other students, neighbors, or others whom you met in your program location.

Very Difficult	Difficult	Moderate	Easy	Very Easy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(01)	(02)	(03)	(04)	(05)

18. What percentage of your free time (outside of the classroom and program activities) did you spend with each of the following groups of people during your NSLI-Y program? *[Note, the total cannot add up to more than 100%.]*

a. Locals (including your host family, if applicable): \_\_\_\_\_%

b. Other NSLI-Y participants: \_\_\_\_\_%

c. Other international students and other international visitors: \_\_\_\_\_%

Total: \_\_\_\_\_%

19. To what extent did you share information with people in your program location(s) regarding the U.S.? *[Please check only one response for each topic.]*

Topics		No Sharing (01)	Minimal Sharing (02)	Moderate Sharing (03)	Substantial Sharing (04)
a.	Daily life in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	U.S. education system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	U.S. culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Religious and ethnic diversity in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Attitudes towards and perceptions of community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	American values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	U.S. political system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	U.S. economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Approximately how many people in your program location(s) would you estimate you shared information with about the United States during your NSLI-Y program? \_\_\_\_\_

21. Thinking about the person with whom you shared the *most* information about the U.S., to what extent do you think the information you shared may have changed her/his attitudes toward and knowledge of the U.S.?

No Change <input type="checkbox"/> (01)	Minimal Change <input type="checkbox"/> (02)	Moderate Change <input type="checkbox"/> (03)	Significant Change <input type="checkbox"/> (04)
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22. To what extent did you share information with people in your personal network (family, friends, peers, etc.) in the U.S. regarding your program location(s)? *[Please check only one response for each topic.]*

Topics		No Sharing (01)	Minimal Sharing (02)	Moderate Sharing (03)	Substantial Sharing (04)
a.	Daily life in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Education system in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Topics		No Sharing (01)	Minimal Sharing (02)	Moderate Sharing (03)	Substantial Sharing (04)
c.	Culture in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Religious and ethnic diversity in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Attitudes towards and perceptions of community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Predominant national values in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Political system in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Economy in your program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Approximately how many people in your personal network of family, friends, and peers would you estimate you shared information with about your program location *during and after* returning from your NSLI-Y program? \_\_\_\_\_

24. On the map below, please click the states where the people you shared information with reside.

[Insert US map – image heatmap question]

25. Thinking about the person in the U.S. with whom you shared the most information about your program location(s), to what extent do you think the information you shared may have changed her/his attitudes toward and knowledge of your program location(s)?

No Change	Minimal Change	Moderate Change	Significant Change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(01)	(02)	(03)	(04)

### SECTION III: Personal Development

*In this section of the survey, we would like you to reflect on how the NSLI-Y program furthered your development as an individual.*

26. How would you rate the effect of your NSLI-Y experience on the following inter- and intra-personal skills?

Skills/Traits	Substantial Weakening (01)	Some Weakening (02)	No Change (03)	Some Improvement (04)	Substantial Improvement (05)
a. Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. General communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Cross-cultural communication					
d. Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goal-orientation (motivation to achieve goals you set)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Critical thinking and problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Self-control / stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Flexibility to adapt to environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Conflict resolution / negotiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Perspective taking (looking at a situation from other people's perspectives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Can you provide a concrete example of how you have used one of the skills you improved? [*open-ended, write in*]

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28. Please indicate the degree to which you agree with each of the statements below.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. I tend to bounce back quickly after hard times.					
b. I have a hard time making it through stressful events.					
c. It does not take me long to recover from a stressful event.					
d. It is hard for me to snap back when something bad happens.					
e. I usually come through difficult times with little trouble.					
f. I tend to take a long time to get over setbacks in my life.					

#### SECTION IV: Academic Pursuits

*In this section, we would like to know more about your academic pursuits upon your return from your NSLI-Y program.*

29. Which of the following options best describes your current schooling situation?

Full-time student pursuing a high school diploma (01) (skip to Q32)	Full-time or part-time student pursuing an undergraduate degree (02)	Full-time or part-time student pursuing a graduate degree (03)		
Not in school, incomplete high school (04) (skip to Q32)	Not in school, completed high school (05) (skip to Q32)	Not in school, incomplete undergraduate degree (06)	Not in school, completed undergraduate degree (07)	Not in school, completed graduate degree (08)

30. To what extent do you think your participation in NSLI-Y made your university application more competitive?

Not at all (01)	To a small extent (02)	To a moderate extent (03)	To a great extent (04)	Not applicable (did NSLI-Y after university applications were submitted) (05)	Don't know (06)
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31. To what extent do you think your participation in NSLI-Y experience made your applications for university scholarships more competitive?

Not at all (01)	To a small extent (02)	To a moderate extent (03)	To a great extent (04)	Don't know (05)	Did not apply for scholarships (06)
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32. To what extent did your NSLI-Y experience influence your studies after returning from your program?

Not at all (01) (Go to 33)	To a small extent (02) (Go to 32a)	To a moderate extent (03) (Go to 32a)	To a great extent (04) (Go to 32a)	Don't know (05) (Go to 33)
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32a. Please describe how your experience influenced your studies.

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33. Which of the following knowledge and skills that you gained through the NSLI-Y program have you been able to apply in your studies? *[Please check only one response for each item listed.]*

	KNOWLEDGE AND SKILLS	Yes	No	Not Applicable
a.	Knowledge of the language I studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Knowledge of the culture I was immersed in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Contacts with my host institution or people in my host community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Study skills and habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	General intercultural competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Please rate the extent to which you do/did the following in your school setting after returning from the NSLI-Y program: *[Please check only one response for each statement.]*

Statement	Never (01)	Not very frequently (02)	About half the time (03)	Frequently (04)	Always (05)
-----------	------------	--------------------------	--------------------------	-----------------	-------------

- a. I assume a leadership role.
- b. I lead the conversation in a group setting.
- c. I influence group goals and decisions.

35. Did you continue your foreign language study after returning from your NSLI-Y experience (in either formal or informal settings)?

- |             |  |  |
|-------------|--|--|
| Yes<br>(01) | No because there are no classes or opportunities available to study that language in my community<br>(02)<br>(skip to Q36) | No because I chose not to continue studying that language<br>(03)<br>(skip to Q36) |
|-------------|--|--|

35a. How many months of additional study did you complete after the NSLI-Y program? (Note: a semester at university should be counted as 4 months) \_\_\_\_\_

36. To what extent are your academic studies related to the language and cultural study you undertook through NSLI-Y?

- |                            |                          |                          |
|----------------------------|--------------------------|--------------------------|
| Not at all related<br>(01) | Somewhat related<br>(02) | Strongly related<br>(03) |
|----------------------------|--------------------------|--------------------------|

(Skip to Q37)

36a. Please describe how your studies are related to your NSLI-Y program.

---

37. Have you studied abroad since returning from your NSLI-Y experience?

- |   |                                    |  |            |
|---|------------------------------------|--|------------|
| Yes, to my<br>NSLI-Y<br>program<br>location<br>(01) | Yes, to another<br>country<br>(02) | Yes, to my<br>NSLI-Y<br>program<br>location and<br>other(s).<br>(03) | No<br>(04) |
|---|------------------------------------|--|------------|

## SECTION V: Professional Pursuits

*In this section, we would like to know more about your professional career track.*

38. Which of the following options best describes your current primary work situation?

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| Working<br>full-time for<br>an employer<br>(01) | Self-<br>employed<br>full-time<br>(02) | Working part-<br>time for an<br>employer<br>(including part-<br>time campus<br>jobs)<br>(03) | Self-<br>employed<br>part-time<br>(04) | Unemployed,<br>looking for<br>work (05)<br>(skip to Q45) | Unemployed, not<br>looking for work<br>or full-time<br>student (06)<br>(skip to Q45) |
|---|--|--|--|--|--|

39. Which sector are you working in? (select one)

	Sector	
a.	Government/Military	<input type="checkbox"/>
b.	Business/Corporate	<input type="checkbox"/>
c.	Non-Profit	<input type="checkbox"/>
d.	Academia	<input type="checkbox"/>
e.	Other	<input type="checkbox"/>



40. To what extent do you think your participation in NSLI-Y experience made your job applications more competitive?

Not at all (01)	To a small extent (02)	To a moderate extent (03)	To a great extent (04)	Don't know (05)
-----------------	------------------------	---------------------------	------------------------	-----------------

41. Are your job responsibilities related to your NSLI-Y language training?

Not at all related      Somewhat related      Strongly related  
(01)                      (02)                      (03)

41a. Please describe how your job responsibilities are related to your NSLI-Y program.

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42. Are your job responsibilities related to your NSLI-Y culture training?

Not at all related      Somewhat related      Strongly related  
(01)                      (02)                      (03)

42a. Please describe how your job responsibilities are related to your NSLI-Y program.

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43. Which of the following knowledge and skills that you gained through the NSLI-Y program have you been able to apply in your professional work? *[Please check only one response for each area.]*

	Knowledge and Skills	Yes	No	N/A
a.	Knowledge of the language I studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Knowledge of the culture I was immersed in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Contacts with people in my host community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	General intercultural competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. Please rate the extent to which you do the following in your work setting: *[Please check only one response for each statement.]*

Statement	Never (01)	Not very frequently (02)	About half the time (03)	Frequently (04)	Always (05)
-----------	------------	--------------------------	--------------------------	-----------------	-------------

- a. I assume a leadership role.
- b. I lead the conversation in a group setting.
- c. I influence group goals and decisions.

## SECTION VI: Community Service

*In this section, we would like to know more about any community service activities that you may be involved in.*

45. Please rate the extent of your current involvement in community service activities.

More than 5 hours per week on average	Between 3 and 5 hours per week on average	Between 1 and 2 hours per week on average	Less than 1 hour per week on average	No volunteer activities (skip to Q47)
---	---	---	--	---

46. Are any of your current community service activities related to your NSLI-Y experience?

Not at all related (01)	Somewhat related (02)	Strongly related (03)
----------------------------	--------------------------	--------------------------

(Skip to Q47)

46a. Please describe how your community service activities are related to your NSLI-Y or study abroad experience. *[Open-ended, write in]*

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## SECTION VII: Continuing Contact

*In this section of the survey, we would like to understand the extent to which you have maintained contact with others you met on program and your participation in alumni activities.*

47. Since you returned from your NSLI-Y program, how frequently have you communicated with your host family, friends you made there, or others from your NSLI-Y program location (by email, social media, Skype/Viber/WhatsApp, text, telephone, etc.)?

Never (01) (skip to Q49)	Once only (02) (skip to Q49)	Occasionally (1-8 times per year) (03)	Frequently (at least once per month) (04)	Very frequently (weekly or more often) (05)
--------------------------------	------------------------------------	--	--	--

48. Has the frequency of your contact changed from when you first returned until now?

Decreased (01)	Stayed the same (02)	Increased (03)
-------------------	-------------------------	-------------------

49. Have you remained in contact with any of the other NSLI-Y alumni with whom you were not friends prior to the program?

Yes (01)	No (02)
-------------	------------

50. During your NSLI-Y experience, did you engage with participants of other ECA programs (e.g., Access, YES, YES Abroad, FLEX, Fulbright, Humphrey, etc.)?

Never (01) (skip to Q52)	Once only (02) (skip to Q52)	Occasionally (1-8 times per year) (03)	Frequently (at least once per month) (04)	Very frequently (weekly or more often) (05)	Don't know (06) (skip to Q52)
--------------------------------	------------------------------------	---	--	--	-------------------------------------

51. Have you remained in contact with any of the other ECA program participants with whom you were not friends prior to the program?

Yes (01)	No (02)
-------------	------------

52. Since you returned from your NSLI-Y program, to what extent have you engaged with ECA's Exchange Alumni Network?

Never (01)	Once only (02)	Occasionally (1-8 times per year) (03) (skip to Q54)	Frequently (at least once per month) (04) (skip to Q54)	Very frequently (weekly or more often) (05) (skip to Q54)
---------------	-------------------	---	---	---

53. Are there any events/activities that would encourage and/or enable you to be more engaged?  
\_\_\_\_\_ (Skip to Q55)

54. What activities have you found to be most useful within the ECA Exchange Alumni network? [*open-ended, write in*]  
\_\_\_\_\_

## SECTION VIII: Demographics

*In the final part of the survey, we would like to gather some demographic information.*

55. Sex:  
Male (01)                                      Female (02)                                      Other (03)

56. Age: \_\_\_\_\_

57. What is your race or ethnicity? (Select one or more)

a.	American Indian or Alaskan Native	<input type="checkbox"/>
b.	Asian	<input type="checkbox"/>
c.	Black or African American	<input type="checkbox"/>
d.	Hispanic or Latino	<input type="checkbox"/>
e.	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
f.	White	<input type="checkbox"/>
g.	Prefer not to say	<input type="checkbox"/>

58. Had you participated in a study abroad or exchange program *prior* to your participation in NSLI-Y?  
Yes (01) No (02)

59. Have you been/were you inducted as a member of the National Honor Society in high school?  
Yes (01) No (02)

Thank you for completing the NSLI-Y Alumni survey!

## NSLI-Y FOCUS GROUP PROTOCOL: PARENTS

**Moderator:** “Hello, my name is \_\_\_\_\_, and I will be leading this focus group discussion. We are here to gather information about your experience with as the parent of a National Security Language Initiative for Youth (NSLI-Y) scholarship recipient. This information, along with information collected through other focus groups, interviews, and surveys, will help us assess the impact the NSLI-Y program has on students, their families, and communities.” The moderator asks each focus group participant to share his/her name and occupation with the other participants in the focus group. After introductions from participants, the moderator explains the focus group procedures.

**Moderator:** “This focus group discussion will last approximately one and a half hours. There are no right or wrong answers to the questions I am going ask you. We want to capture the full range of opinions that you may have, so please feel free to disagree. However, please speak one person at a time, because we are recording the focus group session. Recording the focus group will allow me to concentrate on your responses and ensure that I do not miss anyone’s input during the discussion. If at any time, anyone feels that they would prefer to speak with the recorder off, please let me know and I will stop the recorder. Also, please note that the information that is shared here should stay here and not be shared with others who did not participate in the focus group.”

### TOPIC I—INTRODUCTION TO THE NSLI-Y PROGRAM

#### 1. How did you/your child become aware of the NSLI-Y Program?

- 1.1 Thinking back to your first exposure to the NSLI-Y program, how did you hear about NSLI-Y and what was your child’s **primary reason** for being interested in the program?
- 1.2 What about the program appealed or appeals to you, and what did the program staff do to make you feel comfortable with sending your child to a foreign country for an extended period?  
[If applicable] In retrospect, is there anything they could have done that they didn’t do at the time?

### TOPIC II—INFORMATION SHARING

#### 2. To what extent, if at all, did your child share information with you and others in your community about his or her experience and the culture of his or her program site?

- 2.1 What kinds of information about the host country did your child share with you? Do you find you are more interested in the host country specifically or international affairs more generally?  
[Probe on interest in traveling internationally, being more globally/internationally-minded, changes in your view of the world]

- 2.2 What kinds of information about the host country did your child share with others in your community (through formal or informal opportunities)? Do you think that information has been useful or interesting to others in the community? How so?

### TOPIC III—THE NSLI-Y IMPACT

**3. Any study abroad experience is going to affect its participants in some ways. From your perspective, what differences did you observe in your child after coming back from his or her NSLI-Y program?**

- 3.1 Describe some of the changes at the personal level that you saw in your child.

[Probe on self-confidence, motivation, goal orientation, resilience/flexibility, communication skills, values, world view, etc.]

- 3.2 Did you note any changes in your child's academic career related to NSLI-Y? If so, what were they?

[Probe on additional language study, greater interest in/more definite plans to study abroad, undergraduate major selection, etc.]

- 3.3 Did you note any changes to your child's extracurricular or community service activities related to NSLI-Y? If so, what were they?

[Probe on working with new populations, working on new issues, leadership responsibilities, etc.]

- 3.4 Now, moving from high school to career tracks is quite a journey with lots of inputs along the way, but for those of you whose children are starting their careers, do you have a sense that NSLI-Y contributed to your child's selection of a career track?

[Probe on global/international work, use of languages, intercultural communication skills, etc.]

### TOPIC IV—IMPACTS ON COMMUNITY

**4. One of the overarching goals of the program is in some way to contribute to making American communities more secure and resilient and improving American global competitiveness. How, if at all, in your view does NSLI-Y contribute to those goals?**

- 4.1 If we think about resilience as the ability to cope with and overcome difficulties, would you be able to share an example of how you or your child were able to apply what you gained through NSLI-Y to a situation in your community at home?

- 4.2 The other goal I mentioned before was global competitiveness. What examples would you cite to highlight how this program contributed to improved competitiveness in the world economy?

## CONCLUDING QUESTIONS

Turning back to you, can you provide examples of how your child's NSLI-Y experience may have influenced any changes in yourself? In your family? Any changes in your values? Any changes in your interactions with other people?

**Moderator:** *"Thank you for your participation in this study. We appreciate your comments and information."*

## NSLI-Y PARENT SURVEY

**Note: Survey will be online in Dexis' SurveyGizmo system. Therefore, formatting of specific questions may differ in the final presentation.**

### Entry Screen:

Thank you for taking the time to participate in the NSLI-Y evaluation!

The National Security Language Initiative for Youth (NSLI-Y) is funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), which has contracted the Dexis Consulting Group to conduct an independent evaluation of NSLI-Y programs between 2008 and 2017. You have received an invitation to participate in this survey because ECA's records show that your daughter or son participated in a NSLI-Y program in that period.

The purpose of this evaluation is to assess NSLI-Y's progress to date and to provide ECA and its partners with lessons learned and recommendations to improve the impact and effectiveness of programs in the future. You have a unique perspective to contribute to this evaluation. We would like to learn about your observations of the NSLI-Y program to better understand the progress, successes, and challenges of NSLI-Y so far. This survey will take approximately 8-9 minutes to complete.

**Please note that your participation in this survey is voluntary, and you are free to end the survey at any time. By clicking the "Consent and enter survey" button below, you are consenting to the following terms:**

- Any response you provide may be reported in the final report as part of the aggregated quantitative analysis or de-identified qualitative analysis of open-ended responses.
- Responses may be reported by specific demographic category, program year, or program site. The only identifying information used will be the demographic information provided in the final section of the survey.
- De-identified data files will be submitted to ECA at the completion of the evaluation (without names or any contact information).
- The data you provide may be reanalyzed at a later date for a follow-up study or other purpose as approved by ECA.

If you have any questions about this survey or the NSLI-Y evaluation more broadly, you can contact the Dexis evaluation team at [\[insert email address\]](#).

Please answer the questions to the best of your ability and use the comment boxes to provide fuller answers and more insight on your experiences with NSLI-Y. Thank you in advance for your time and input!



## CONSENT TO PARTICIPATE

By clicking the button to enter the survey below, you are giving your consent to participate in this evaluation. If you do not wish to participate, please click the exit survey link below.

Consent and Enter Survey ☐

Refuse and Exit Survey ☐

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Thank you for taking the time to complete this NSLI-Y Parent Survey. There are no right or wrong answers, and no personal information and no individual level data will be released by Dexis Consulting Group. Please answer each question to the best of your ability. Thank you.

[Note: Depending on how the data are received, we hope to be able to provide a link that is personalized so year and country of study questions do not need to be asked. If parent database does not include fields for student's year and country of study, we will need to add those questions in the demographic section at the end of the survey, as included here. Ideally, we will be able to screen the parent list to verify whether multiple children in one family might have participated as well – if they have, we will ask them to respond based on their experience with the first participating child.]

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## INTRODUCTION

*In this section, we would like to understand your connection to the NSLI-Y program.*

1. How many of your children participated in NSLI-Y programs? \_\_\_\_\_ [validation field – no more than 3 should be permitted]
2. What was the time frame of your child's/children's program(s)? *[Please select no more than one response per child that participated.]*

- ☐ Summer (6-week program) (01)
- ☐ Academic year (9-month program) (02)
- ☐ Semester (4-month program) (03)
- ☐ Multiple programs – Summer and academic year (same child) (04)
- ☐ Multiple programs – Summer and semester (same child) (05)
- ☐ Multiple programs – Semester and academic year (same child) (06)
- ☐ Multiple programs – Multiple summers (same child) (07)

3. Location of child's/children's NSLI-Y program site(s): *(Please select all that apply.)*

- a. \_\_\_\_\_ China (01)
- b. \_\_\_\_\_ Egypt (07)
- c. \_\_\_\_\_ Estonia (09)
- d. \_\_\_\_\_ India (04)
- e. \_\_\_\_\_ Jordan (08)
- f. \_\_\_\_\_ Latvia (10)
- g. \_\_\_\_\_ Moldova (11)
- h. \_\_\_\_\_ Morocco (05)
- i. \_\_\_\_\_ Oman (06)
- j. \_\_\_\_\_ Russia (12)
- k. \_\_\_\_\_ South Korea (03)
- l. \_\_\_\_\_ Taiwan (02)
- m. \_\_\_\_\_ Tajikistan (13)
- n. \_\_\_\_\_ Turkey (14)

4. Year your child/children began his/her/their NSLI-Y program(s): *(Please select all that apply.)*

- a. \_\_\_\_\_ 2008 (01)
- b. \_\_\_\_\_ 2009 (02)
- c. \_\_\_\_\_ 2010 (03)
- d. \_\_\_\_\_ 2011 (04)
- e. \_\_\_\_\_ 2012 (05)

- f. \_\_\_\_\_ 2013 (06)
- g. \_\_\_\_\_ 2014 (07)
- h. \_\_\_\_\_ 2015 (08)
- i. \_\_\_\_\_ 2016 (09)
- j. \_\_\_\_\_ 2017 (10)

## FOREIGN LANGUAGE BACKGROUND

*We would like to start by understanding a little bit about your and your child's experiences with foreign language learning and travel prior to NSLI-Y.*

**5.** Did your son(s) or daughter(s) speak/understand some of the target language before he/she/they participated in the NSLI-Y Program?

- ☐ Yes (01)      ☐ No (02)      ☐ One (or more) did, but one (or more) did not (03)

**6.** Had your child/children traveled outside of the U.S. prior to participating in the NSLI-Y program?

- ☐ Yes (01)      ☐ No (02)      ☐ One (or more) had, but one (or more) had not (03)

**7.** Had your child/children traveled to his/her country of study prior to participating in the NSLI-Y program?

- ☐ Yes (01)      ☐ No (02)      ☐ One (or more) had, but one (or more) had not (03)

**8.** Had your child/children traveled to any other country that speaks the target language prior to participating in the NSLI-Y program?

- ☐ Yes (01)      ☐ No (02)      ☐ One (or more) did, but one (or more) did not (03)

8a. If yes, which country(ies)? \_\_\_\_\_ [write in]

**9.** Had you traveled to your child's/children's country(ies) of study prior to participating in the NSLI-Y program?

- ☐ Yes (01)      ☐ No (02)      ☐ Yes to one (or more), but not to another (03)

**10.** Had you traveled to another country that speaks the target language(s) prior to your child/children participating in the NSLI-Y Program?

- ☐ Yes (01)      ☐ No (02)      ☐ Yes to one (or more), but not to another (03)

10a. If yes, which country(ies)? \_\_\_\_\_ [write in]

## THE NSLI-Y PROGRAM EXPERIENCE

*In this section of the survey, we would like to capture your thoughts about the NSLI-Y program itself. If more than one child participated in the program or your child participate more than once, please provide your overall impressions across those experiences.*

11. Overall, how did the NSLI-Y program compare to your expectations?

Better than expected (01)	Met my expectations (02)	Worse than expected (03)
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12. What recommendations or suggestions would you make to improve the NSLI-Y Program?

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13. Based on your child's/children's experience(s) with the program, would you encourage (your) other children to participate in the NSLI-Y program?

☐ Yes (01) ☐ No (02)

## EFFECTS OF THE NSLI-Y PROGRAM

*In this section, we would like you to share your perceptions of the results and impacts of the NSLI-Y experience. If more than one child participated in the program or your child participate more than once, please provide your overall impressions across those experiences.*

14. To what extent, if at all, did the NSLI-Y program affect your child's personal development? (Some areas might include self-confidence, leadership maturity, problem-solving skills, etc.)

Not at all (01) (Go to 0)	To a small extent (02) (Go to 0)	To a moderate extent (03) (Go to 14a)	To a great extent (04) (Go to 14a)	Don't know (05) (Go to 0)
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14a. Please describe one example of the change(s) you observed in your child's personal development.

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- 15.** To what extent, if at all, did the NSLI-Y program affect your child's academic development? (Some areas might include leadership, maturity, problem-solving, study habits, motivation to study, improved performance in foreign language study or other subjects, clearer or new direction in future studies, etc.)

Not at all (01) (Go to 16)	To a small extent (02) (Go to 16)	To a moderate extent (03) (Go to 15a)	To a great extent (04) (Go to 15a)	Don't know (05) (Go to 16)
----------------------------------	---	---	---	----------------------------------

**15a.** Please describe one example of the change(s) you observed in your child's academic development.

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- 16.** To what extent, if at all, did the NSLI-Y program affect your child's career development? (Some areas might include clearer or new direction of interest, pursuit of internships or fellowships, competitiveness as a job applicant, etc.)

Not at all (01) (Go to 17)	To a small extent (02) (Go to 17)	To a moderate extent (03) (Go to 16a)	To a great extent (04) (Go to 16a)	Not applicable (child has not yet started to focus on career) (06) (Go to 17)	Don't know (05) (Go to 17)
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**16a.** Please describe one example of the change(s) you observed in your child's career development.

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- 17.** To what extent, if at all, did the NSLI-Y program affect your child's community service activities? (Some areas might include working with new populations, undertaking different kinds of activities, engaging to a greater or lesser degree than before, taking on leadership roles, etc.)

Not at all (01) (Go to 18)	To a small extent (02) (Go to 18)	To a moderate extent (03) (Go to 17a)	To a great extent (04) (Go to 17a)	Don't know (05) (Go to 18)
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**17a.** Please describe the one example of the change(s) you observed in your child's community service activities.

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**18.** In your view, how and in what contexts is your child using the skills he/she gained through the NSLI-Y program?

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**19.** Do you believe your child gained greater understanding about his/her host culture or society from the NSLI-Y Program?

☐ Yes (01) ☐ No (02)

**20.** To what extent, if at all, did your child share information with you about his/her program location with you during and after the program?

*[Please check only one response for each topic.]*

	<b>Topics</b>	<b>No Sharing (01)</b>	<b>Minimal Sharing (02)</b>	<b>Moderate Sharing (03)</b>	<b>Substantial Sharing (04)</b>	<b>Unsure/Don't Know (09)</b>
a.	Daily life in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Education system in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Culture in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Religious and ethnic diversity in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Predominant national values in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Political system in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Economy in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 21.** To what extent did the information he/she shared change your knowledge of and attitudes toward the country/countries in which your child studied?

No Change (01) (Go to 22)	Minimal Change (02) (Go to 22)	Moderate Change (03) (Go to 21a)	Significant Change (04) (Go to 21a)	Don't Know (09) (Go to 22)
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**21a.** Please briefly describe how your knowledge and/or attitude changed.

- 22.** To what extent, if at all, did your child share information with others in his/her personal network of family, friends, peers, or others his/her program location?

*[Please check only one response for each topic.]*

	Topics	No Sharing (01)	Minimal Sharing (02)	Moderate Sharing (03)	Substantial Sharing (04)	Unsure/Don't Know (05)
a.	Daily life in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Education system in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Culture in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Religious and ethnic diversity in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Predominant national values in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Political system in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Economy in program location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 23.** To what extent did the information he/she shared change others' knowledge of and attitudes toward the program location(s)?

No Change (01) (Go to 24)	Minimal Change (02) (Go to 24)	Moderate Change (03) (Go to 23a)	Significant Change (04) (Go to 23a)	Don't know (05) (Go to 24)
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**23a.** Please briefly describe how their knowledge and/or attitude changed.

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**24.** In your view, in what ways, if any, did the NSLI-Y experience enable your child to help the wider community?

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**DEMOGRAPHIC ITEMS**

**25. Sex:**      ☐ Male (01)                      ☐ Female (02)                      ☐ Other (03)

**26. Do you speak a language other than English?**                      ☐ Yes (01)                      ☐ No (02)

**26a.** If so, which one(s)? \_\_\_\_\_

**27. Where do you live (or reside most of the time)?**

☐ Rural area (population less than 2,500) (01)

☐ Small city or town (2,501 – 50,000) (02)

☐ Medium-sized city (50,001 – 500,000) (03)

☐ Major city (500,001 or greater) (04)

You have completed the NSLI-Y Parent survey. Thank you again for your time and contribution to this important study!

## NSLI-Y HOST FAMILY SURVEY

**Note: Survey will be online in Dexis' XX system. Therefore, formatting of specific questions may differ in the final presentation.**

### Entry Screen:

Thank you for taking the time to participate in the NSLI-Y evaluation!

The National Security Language Initiative for Youth (NSLI-Y) is funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), which has contracted the Dexis Consulting Group to conduct an independent evaluation of NSLI-Y programs between 2008 and 2017. You have received an invitation to participate in this survey because ECA's records show that your family hosted a NSLI-Y exchange student in that period.

The purpose of this evaluation is to assess NSLI-Y's progress to date and to provide ECA and its partners with lessons learned and recommendations to improve the impact and effectiveness of programs in the future. You have a unique perspective to contribute to this evaluation. We would like to learn about your observations of the NSLI-Y program to better understand the progress, successes, and challenges of NSLI-Y so far. This survey will take approximately XX minutes to complete.

**Please note that your participation in this survey is voluntary, and you are free to end the survey at any time. By clicking the "Consent and enter survey" button below, you are consenting to the following terms:**

- Any response you provide may be reported in the final report as part of the aggregated quantitative analysis or de-identified qualitative analysis of open-ended responses.
- Responses may be reported by specific demographic category, program year, or program site. The only identifying information used will be the demographic information provided in the final section of the survey.
- De-identified data files will be submitted to ECA at the completion of the evaluation (without names or any contact information).
- The data you provide may be reanalyzed at a later date for a follow-up study or other purpose as approved by ECA.

If you have any questions about this survey or the NSLI-Y evaluation more broadly, you can contact the Dexis evaluation team at [insert email address].

Please answer the questions to the best of your ability and use the comment boxes to provide fuller answers and more insight on your experiences with NSLI-Y. Thank you in advance for your time and input!

## CONSENT TO PARTICIPATE

By clicking the button to enter the survey below, you are giving your consent to participate in this evaluation. If you do not wish to participate, please click the exit survey link below.

Consent and Enter Survey ☐

Refuse and Exit Survey ☐

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Thank you for taking the time to complete this NSLI-Y Host Family survey. There are no right or wrong answers, and no personal information and no individual level data will be released by Dexis Consulting Group. Please answer each question to the best of your ability. Thank you.

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## PRIOR HOST FAMILY EXPERIENCE

1. Was your first exchange student hosting experience with the NSLI-Y program?

☐ Yes (01) ☐ No (02)

2. Did you or your family members have any experience with Americans prior to hosting a NSLI-Y exchange student?

☐ Yes (01) ☐ No (02)

3. Had you or your family members traveled to the U.S. prior to hosting your *first* NSLI-Y exchange student?

☐ Yes (01) ☐ No (02)

4. Had you or your family members traveled to another English-speaking country prior to hosting your *first* NSLI-Y exchange student?

☐ Yes (01) ☐ No (02)

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## EFFECTS OF THE NSLI-Y PROGRAM

5. To what extent, if at all, did you observe changes in your NSLI-Y exchange student's/students' mastery of language over the course of the program?

Not at all (01) (Go to 6)	To a small extent (02) (Go to 6)	To a moderate extent (03) (Go to 5a)	To a great extent (04) (Go to 5a)	Don't know (05) (Go to 6)
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5a. Please describe the changes you observed in your exchange student's mastery of the language.  
(Some areas might include fluency, reading, writing, etc.)

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6. To what extent, if at all, did you observe changes in your NSLI-Y exchange student(s) over the course of the program?

Not at all (01) (Go to 7)	To a small extent (02) (Go to 7)	To a moderate extent (03) (Go to 6a)	To a great extent (04) (Go to 6a)	Don't know (05) (Go to 7)
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6a. Please describe the changes you observed in your exchange student. (Some areas might include study habits, motivation to study, self-confidence, etc.)

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7. Do you believe your exchange student(s) gained greater understanding about your culture or society from the NSLI-Y program?  
☐ Yes (01) ☐ No (02)

8. To what extent, if at all, did your exchange student(s) share information with you about the United States?

*[Please check only one response for each topic.]*

	Topics	No Sharing (01)	Minimal Sharing (02)	Moderate Sharing (03)	Substantial Sharing (04)
a.	Daily life in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	U.S. education system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Culture of the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Religious and ethnic diversity in the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Voluntary community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	U.S. values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	U.S. political system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	U.S. economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent did the information he/she/they shared change your attitudes toward and knowledge of the United States?

No Change (01) (Go to 10)	Minimal Change (02) (Go to 9a)	Moderate Change (03) (Go to 9a)	Significant Change (04) (Go to 9a)
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- 9a. How would you say your attitude towards the U.S. changed?

Much more negative (01)	A little more negative (02)	A little more positive (03)	Much more positive (04)
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- 9b. Please briefly describe how your knowledge and/or attitude changed.

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10. To what extent, if at all, did your exchange student(s) share information with others in your community about the United States?

*[Please check only one response for each topic.]*

	Topics	No Sharing (01)	Minimal Sharing (02)	Moderate Sharing (03)	Substantial Sharing (04)	Don't Know (05)
a.	Daily life in the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	U.S. education system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Culture of the U.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Religious and ethnic diversity in the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Voluntary community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	U.S. values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	U.S. political system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	U.S. economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. To what extent did the information he/she/they shared change others' knowledge of and attitudes toward the United States?

No Change (01) (Go to 12)	Minimal Change (02) (Go to 11a)	Moderate Change (03) (Go to 11a)	Significant Change (04) (Go to 11a)	Don't Know (05) (Go to 12)
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**11a.** How would you say others' attitudes towards the U.S. changed?

Much more negative (01)	A little more negative (02)	A little more positive (03)	Much more positive (04)
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**11b.** Please briefly describe how their knowledge and/or attitudes changed.

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**12.** In your view, in what ways, if any, did the NSLI-Y experience enable your exchange student(s) to help the wider community?

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**13.** How frequently have you or has someone in your family communicated with your NSLI-Y exchange student(s) since the end of his/her/their program (by email, social media, Skype/Viber/WhatsApp, text, telephone, etc.)?

Never (01)	Once only (02)	Occasionally (1-6 times per year) (03)	Frequently (at least once per month) (04)	Very frequently (weekly or more often) (05)
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**14.** Has/have your NSLI-Y exchange student(s) returned to visit your family since the end of their program(s)?

☐ Yes (01) ☐ No (02)

**15.** Have you or your immediate family members traveled to the U.S. since your experience hosting a NSLI-Y exchange student?

☐ Yes (01) ☐ No (02)

**16.** What recommendations or suggestions would you make to improve the NSLI-Y Program?

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**17.** If you had the opportunity, would you encourage (your) other children to participate in a similar exchange program?

☐ Yes (01) ☐ No (02)



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**DEMOGRAPHIC ITEMS**

**18. Sex:**        ☐ Male (01)                      ☐ Female (02)

**19. How many people in your household speak English?** \_\_\_\_\_

**20. Where do you live (or reside most of the time)?**

- ☐ Rural area (population less than 2,500) (01)
- ☐ Small city or town (2,501 – 50,000) (02)
- ☐ Medium-sized city (50,001 – 500,000) (03)
- ☐ Major city (500,001 or greater) (04)

**21. In which program location do/did you reside (where you hosted your NSLI-Y exchange student(s))**

*[Please check only one.]*

- a. \_\_\_\_\_ China (01)
- b. \_\_\_\_\_ Taiwan (02)
- c. \_\_\_\_\_ South Korea (03)
- d. \_\_\_\_\_ India (04)
- e. \_\_\_\_\_ Morocco (05)
- f. \_\_\_\_\_ Oman (06)
- g. \_\_\_\_\_ Egypt (07)
- h. \_\_\_\_\_ Jordan (08)
- i. \_\_\_\_\_ Estonia (09)
- j. \_\_\_\_\_ Latvia (10)
- k. \_\_\_\_\_ Moldova (11)
- l. \_\_\_\_\_ Russia (12)
- m. \_\_\_\_\_ Tajikistan (13)
- n. \_\_\_\_\_ Turkey (14)

**22. Year(s) in which your family hosted a NSLI-Y exchange student:** *[Select all that apply]*

- a. \_\_\_\_\_ 2008
- b. \_\_\_\_\_ 2009
- c. \_\_\_\_\_ 2010
- d. \_\_\_\_\_ 2011
- e. \_\_\_\_\_ 2012
- f. \_\_\_\_\_ 2013
- g. \_\_\_\_\_ 2014
- h. \_\_\_\_\_ 2015
- i. \_\_\_\_\_ 2016
- j. \_\_\_\_\_ 2017

23. How many times has your family hosted NSLI-Y exchange students? \_\_\_\_\_ (drop-down, 1-10)

24. For which types of programs did you host a NSLI-Y exchange student? *[Select all that apply]*

- ☐ Summer (6-week programs)
- ☐ Academic year (9-month programs)
- ☐ Semester (3-4-month programs)
- ☐ Multiple programs - Summer and academic year
- ☐ Multiple programs - Summer and semester
- ☐ Multiple programs – Semester and academic year
- ☐ Multiple programs – Summer, semester, and academic year

25. How long did you host your exchange student(s)? *[Select all that apply]*

	Options	
a.	Less than one week	<input type="checkbox"/>
b.	One to two weeks	<input type="checkbox"/>
c.	Three to four weeks	<input type="checkbox"/>
d.	Six weeks	<input type="checkbox"/>
e.	Semester (three-four months)	<input type="checkbox"/>
f.	Academic year (9-10 months)	<input type="checkbox"/>

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You have completed the NSLI-Y Host Family survey. Thank you again for your time and contribution to this important study!

## NSLI-Y FOCUS GROUP PROTOCOL: HOST FAMILY

**Moderator:** “Hello, my name is \_\_\_\_\_, and I will be leading this focus group discussion. We are here to gather information about your host family experience with National Security Language Initiative for Youth (NSLI-Y) Program. This information, along with information collected through other focus groups, interviews, and surveys, will help us assess the impact that hosting NSLI-Y exchange students has on the host family and host community.”

**Moderator:** “This focus group discussion will last approximately one and a half to two hours. There are no right or wrong answers to the questions I am going to ask you. We want to capture the full range of opinions that you may have, so please feel free to disagree. However, please speak one person at a time, because we are taping the focus group session. Taping the focus group will allow me to concentrate on your responses and ensure that I do not miss anyone’s input during the discussion. If at any time, anyone feels that they would prefer to speak without the tape recorder, please let me know and I will stop the recorder. Also, please note that the information that is shared here should stay here and not be shared with others who did not participate in the focus group.”

### TOPIC I—INVOLVEMENT WITH NSLI-Y PROGRAM

#### 1. How did you become a host family for the NSLI-Y Program?

- 1.1 Thinking back to your first experience as a NSLI-Y host family, how did you hear about NSLI-Y and what was your **primary reason** for volunteering your time?
- 1.2 What appealed or appeals to you about meeting and hosting NSLI-Y students in your home? What do **you** derive from hosting and interacting with NSLI-Y students?  
**[If applicable]** What do you feel **your family** derives from hosting and interacting with NSLI-Y students?

### TOPIC II—THE HOST FAMILY EXPERIENCE

#### 2. Describe your most memorable host family experience, for example, something that you did together or something your NSLI-Y student did that intrigued or surprised you.

- 2.1 Describe some of the benefits or rewards of hosting NSLI-Y students for you and your family. Describe some of the drawbacks or challenges of hosting NSLI-Y students for you and your family.
- 2.2 **[If 2.0 does not address something surprising...]** What surprised you about the hosting experience? About your NSLI-Y student(s)?
- 2.3 What kinds of information did your NSLI-Y students share with you about the U.S.? Did anything they shared surprise you?

- 2.4 What changes did you observe in your NSLI-Y students over the time they stayed with you?  
Language fluency? Communication skills? Knowledge of program location and culture?
- 2.5 Can you provide examples of how your hosting experience may have influenced any changes in yourself?  
In your family?  
Any changes in how you think about Americans or the U.S.?  
Any changes in how you think about international relations or foreign affairs more generally?

### **TOPIC III—INVOLVEMENT OF CHILDREN, EXTENDED FAMILY, CLOSE FRIENDS AND COMMUNITY**

3. **Have your children or extended family been involved in the hosting experience? If so, from your point of view, please describe their experience with the NSLI-Y student.**
  - 3.1 **[If applicable]** What did your children (the children in your extended family or friends' children) learn from their exposure to and interaction with NSLI-Y student(s) in your home?
  - 3.2 **[If applicable]** In what way, if any, has your experience impacted your children's (the children in your extended family or friends' children) interest in the United States or foreign cultures? Have they undertaken any actions in school or work that reflect this interest in other cultures?
  - 3.3 After the experience of hosting a NSLI-Y student(s), has anyone in your immediate family, extended family, or group of close friends done any of the following?  
Traveled to a foreign country to study? **[PROBE]**  
Studied English? **[PROBE]**  
Pursued a college degree in international relations or international studies? **[PROBE]**  
Pursued a career in international relations or foreign affairs? **[PROBE]**  
Pursued a career in international law? **[PROBE]**
  - 3.4 What kinds of activities did the NSLI-Y students undertake in your community? How did they engage with community members outside of their classes and family activities?  
**[PROBE]**

### **TOPIC IV—PERSONAL RELATIONSHIP WITH NSLI-Y STUDENTS**

4. **To what extent, if at all, have you remained in contact with NSLI-Y student(s) you have hosted in the past?**

4.1 How would you describe your current relationship with your NSLI-Y student(s)?

Have you had the opportunity to visit with them again – either because they came back or you traveled to the U.S.?

## **CONCLUDING QUESTIONS**

5. Overall, what recommendations would you make to strengthen the NSLI-Y program and improve the host family experience?

**Moderator:** *“Thank you for your participation in this study. We appreciate your comments and information.”*

## NSLI-Y COMMUNITY SERVICE HOST ORGANIZATION INTERVIEW PROTOCOL

Thank you for agreeing to participate in an interview for the NSLI-Y evaluation. The U.S. Department of State, Bureau of Education and Cultural Affairs (ECA) has contracted the Dexis Consulting Group to conduct an independent evaluation of NSLI-Y programs between 2008 and 2017. The purpose of this evaluation is to assess NSLI-Y's progress to date and to provide ECA with lessons learned and recommendations to improve the impact and effectiveness of programs in the future. You have a unique perspective to contribute to this evaluation. We would like to learn about your observations of and experience with the NSLI-Y students with whom you have worked to better understand the progress, successes, and challenges of NSLI-Y so far. This interview will take approximately 25 minutes to complete.

**Please note that your participation in this interview is voluntary. You should be aware that:**

- Any response you provide may be reported in the final report as part of aggregated quantitative analysis or de-identified qualitative insights from comments.

Thank you in advance for your time and input!

**Before we start, please tell us a little bit about your organization and how you engage volunteers in this community.** [Probe on title, years of experience with the organization, and volunteer roles/activities in the organization.]

### Engaging NSLI-Y Students

1. How did you first come into contact with the NSLI-Y program and its students?
2. What kinds of volunteer activities did the NSLI-Y student(s) usually undertake for this organization? (EQ 4) [Probe on frequency of activities, hours volunteered, supervision required]
3. To what extent did the NSLI-Y participants share information about the U.S. and its culture with the staff and volunteers of your organization? Does the information change perceptions of the United States and/or American citizens? (EQ 4.a)
  - a. In your experience, to what extent was that information impactful? (EQ 5.b)
4. What were some of the major successes and difficulties, and for the latter, to the extent that you could, how did you resolve them? (EQ 1.c) [Probe on approaches used to resolve misunderstandings and conflicts.]
5. Was there any support that the NSLI-Y program could have provided that would have made the volunteer activities more successful in your view? (EQ 1.c) If so, what are

they? [Probe on pain points for supervision, length of program, limitations due to curfews or scheduling requirements, etc.]

### **Impact on the Organization**

6. Approximately how many people did the NSLI-Y students help through your organization?
7. To what extent did the volunteer activities of the NSLI-Y student(s) have any impact on the organization and its ability to execute its mission? (EQ 4)
  - a. If so, would you please share with us the key areas of growth or change?
8. To what extent, if at all, have you remained in contact with the NSLI-Y alumni after they return home? (EQ 6)
  - a. If so, how frequently would you say you are in touch, and what kind of contacts do you have? [Probe on personal, professional/career-oriented, or other] (EQ 6.b)

### **Impacts on Alumni and Communities**

9. What do you think the NSLI-Y student(s) took away from their experience with your organization? (EQ 5, EQ 2) [Probe on knowledge of host country, academic interests, career interests, community service interests, leadership skills, self-awareness, self-confidence, critical thinking skills, world view, etc.]
10. From your perspective, how, if at all, were NSLI-Y participant(s) able to help or benefit this community? (EQ 4)

**THANK YOU FOR YOUR PARTICIPATION!**

## LOCAL COORDINATOR/RESIDENT DIRECTOR INTERVIEW PROTOCOL

Thank you for agreeing to participate in an interview for the NSLI-Y evaluation. As you know, the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA) has contracted the Dexis Consulting Group to conduct an independent evaluation of NSLI-Y programs between 2008 and 2017. The purpose of this evaluation is to assess NSLI-Y's progress to date and to provide ECA with lessons learned and recommendations to improve the impact and effectiveness of programs in the future. You have a unique perspective to contribute to this evaluation. We would like to learn about your observations of and experience with your NSLI-Y program to better understand the progress, successes, and challenges of NSLI-Y so far. This interview will take approximately 45 minutes to complete.

**Please note that your participation in this interview is voluntary. You should be aware that:**

- Any response you provide may be reported in the final report as part of aggregated qualitative analysis.

Thank you in advance for your time and input!

**Before we start, please tell us a little bit about your role with NSLI-Y to date.** [Probe on title, years of experience with the organization and with the NSLI-Y program, and role in the NSLI-Y program.]

### The NSLI-Y Program Experience

1. Based on your experience with NSLI-Y, what aspects of the program are most beneficial to the participants? (EQ 1.a.i)
2. Now to flip the question, what aspects of the program are least helpful or beneficial to the participants in your view? (EQ 1.a.ii)
3. Were there any particular aspects of the program that you think the participants would change? What suggestions do you have for changes? (EQ 1.b)
4. Based on your experience with NSLI-Y [and other programs targeting the same age group], are there particular aspects of the program that you would change or new elements you would add to enhance the program? (EQ 1.c) If so, what are they? [Probe on pain points (logistics, organization etc.), recruitment of participants, recruitment of host families, volunteer placements, etc.]
5. Can you tell us a little bit about working with host families? What were some of the major successes and difficulties and for the latter, to the extent that you could, how did you resolve them? (EQ 1.c) [Probe on whether families generally only hosted once or whether they hosted repeatedly and why.]



6. [Ask of all programs except Russia] Similarly, would you tell us about the community service activities identified for participants? What were some of the major successes and difficulties, and for the latter, to the extent that you could, how did you resolve them? (EQ 1.c) [Probe on characteristics of organizations that were more successful in hosting participants.]

### Impact on Self

7. To what extent do you think performing this role had an impact on your personal development and growth?
  - a. If so, would you please share with us the key areas of growth or change? [Probe on changes in self-awareness, development of interpersonal skills, development of intercultural skills, etc.]
8. To what extent, if at all, have you remained in contact with the NSLI-Y alumni after they return home? (EQ 6)
  - a. If so, how frequently would you say you are in touch, and what kind of contacts do you have? [Probe on personal, professional/career-oriented, or other] (EQ 6.b)
  - b. Are you aware of whether or not alumni remain in contact with their host families or others that they met while on their program after they return home? (EQ 6.b)

### Impacts on Alumni and Communities

9. How would you describe the change in language proficiency for most participants over the course of their program? (EQ 2.a) [Probe on summer program and academic year program]
10. Other than increased language proficiency, what kinds of changes, if any, have you seen in the NSLI-Y participants? (EQ 5, EQ 2) [Probe on knowledge of host country, academic interests, career interests, community service interests, leadership skills, self-awareness, self-confidence, critical thinking skills, world view, etc.]
11. What are some of the ways in which NSLI-Y participants share information about the US and its culture during their program? Does the information change perceptions of the United States and/or American citizens? (EQ 4.a)
  - a. In your experience, to what extent is that information impactful for instructors, host families, volunteer colleagues, and others? (EQ 5.b)
12. What kinds of changes, if any, have you seen in the host families, community service organization staff, and others that the NSLI-Y participants came into contact with? (EQ 5, EQ 2) [Probe on knowledge of host country, academic interests, career interests, community service interests, leadership skills, self-awareness, self-confidence, critical thinking skills, world view, etc.]

13. From your perspective, how, if at all, has NSLI-Y allowed alumni to benefit their international host communities and their home communities? (EQ 4) [Probe on increases in student exchange participation, international days celebrated, sister city arrangements (if known), increased enrollment in foreign language classes (in school/out of school), etc.)

**THANK YOU FOR YOUR PARTICIPATION!**

## NSLI-Y U.S. HIGH SCHOOL ADMINISTRATOR/TEACHER INTERVIEW PROTOCOL

Thank you for agreeing to participate in an interview for the NSLI-Y evaluation. As you know, the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) has contracted the Dexis Consulting Group to conduct an independent evaluation of NSLI-Y programs between 2008 and 2017. The purpose of this evaluation is to assess NSLI-Y's progress to date and to provide ECA with lessons learned and recommendations to improve the impact and effectiveness of programs in the future. You have a unique perspective to contribute to this evaluation. We would like to learn about your observations of and experience with your NSLI-Y program to better understand the progress, successes, and challenges of NSLI-Y so far. This interview will take approximately 25-30 minutes to complete.

**Please note that your participation in this interview is voluntary. You should be aware that:**

- Any response you provide may be reported in the final report as part of aggregated quantitative analysis or de-identified qualitative insights from comments.

Thank you in advance for your time and input!

**Before we start, please tell us a little bit about your role in the school and your experience with NSLI-Y program and other exchange programs to date.** [Probe on title, years of experience with the school, experience with the NSLI-Y program, any other exchange programs that school has participated in/supported, and the number of students per year who participate in exchange programs (as best they know).]

### **The NSLI-Y Program Experience**

1. How did you first learn about the NSLI-Y scholarship program? How do you typically learn about study abroad and exchange opportunities for high schoolers?
2. As you may recall, NSLI-Y provides fully funded *language* study in both summer programs and academic year-long programs. What appeals to you about the NSLI-Y program? What, if anything, makes it stand out from the other study abroad opportunities you are familiar with?
3. Based on your experience with NSLI-Y [and other programs targeting the same age group], are there particular aspects of the program that you would change or new elements you would add to enhance the program? (EQ 1.c) If so, what are they? [Probe on pain points for administration, recruitment of participants, length of time of the program, navigating state or district requirements, etc.]

4. What do you think motivates students to apply to the NSLI-Y program? [If they don't bring it up themselves or in the previous question, probe on whether NSLI-Y has any unique appealing factors vs other exchange programs]
5. Did your school provide credit for students' participation in the NSLI-Y program? If yes, how? [focus on process] If no, why not? What would help in providing credit? [final sub question leads into related q5]

### **Information Sharing**

6. When students have returned from the NSLI-Y program, have they shared that experience with their peers and teachers at school?
  - a. If so, what kinds of information have they shared, and how useful has that been for others? For you?

### **Impacts on Alumni and Communities**

7. How would you describe the change in language proficiency for most participants over the course of their program? (EQ 2.a) [Probe on summer program and academic year program]
8. Other than increased language proficiency, what kinds of changes, if any, have you seen in the NSLI-Y participants? (EQ 5, EQ 2) [Probe on knowledge of host country, academic interests, career interests, community service interests, leadership skills, self-awareness, self-confidence, critical thinking skills, world view, etc.]
9. From your perspective, how, if at all, has NSLI-Y allowed alumni to benefit their international host communities and their home communities? (EQ 4) [Probe on increases in student exchange participation, international days celebrated, sister city arrangements (if known), increased enrollment in foreign language classes (in school/out of school), etc.)

### **Conclusion**

10. Would you be willing to be contacted by ECA about this or other exchange opportunities?

**THANK YOU FOR YOUR PARTICIPATION and support for international exchange!**

# ANNEX C: ORGANIZATIONAL CONFLICT OF INTEREST CERTIFICATION

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	140D0418Q0434	Evaluation of the National Security Language Initiative for Youth	

Attachment 2

## CERTIFICATION OR DISCLOSURE OF ORGANIZATIONAL CONFLICT OF INTEREST

As described below and in the Organizational Conflict of Interest clause in the solicitation, the offeror [ ] is ☒ is not aware of any information bearing on the existence of any potential organizational conflict of interest. If the Offeror is aware of information bearing on whether a potential conflict may exist, the Offeror shall provide a disclosure statement as indicated below.

If the Offeror IS NOT aware of any information bearing on the existence of any potential organizational conflict of interest, the Offeror must complete the following certification below:

### Organizational Conflict of Interest CERTIFICATION STATEMENT

I hereby certify (or as a representative of my organization, I hereby certify) that, to the best of my knowledge and belief, no facts exist relevant to any past, present or currently planned interest or activity (manufacture, financial, sale/resell or otherwise) that relate to the proposed work and bear on whether I have (or the organization, or anyone employed by the organization, has) a possible conflict of interest with respect to (1) being able to render impartial, technically sound, and objective assistance or advice or (2) being given an unfair competitive advantage.

SIGNATURE: *Fernando Barragan*  
NAME: Fernando Barragan  
TITLE: Chief Financial Officer

DATE: 08/08/2018  
ORGANIZATION:

Dexis Interactive

If the Offeror IS aware of any information bearing on the existence of any potential organizational conflict of interest, the Offeror must complete the following disclosure below:

### Organizational Conflict of Interest DISCLOSURE STATEMENT

I hereby certify (or as a representative of my organization, I hereby certify) that, to the best of my knowledge and belief, all relevant facts concerning past, present or currently planned interests or activities (manufacture, financial, sale/resale or otherwise) that relate to the proposed work and bear on whether I have (or the organization, or anyone employed by the organization, has) a possible conflict of interest with respect to (1) being able to render impartial, technically sound, and objective assistance or advice or (2) being given an unfair competitive advantage, are fully disclosed and are attached and formatted to show:

- The company, agency, organization in regards to, present or currently planned interest or activity (manufacture, financial, sale/resale or otherwise)
- Description of the relationship
- Period of relationship
- Extent of relationship
- Mitigation Plan, as necessary

SIGNATURE:  
NAME:

DATE:  
ORGANIZATION:

# ANNEX C: CONFLICT OF INTEREST CERTIFICATIONS

TEAM LEAD: CHRISTINE ALLISON

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Attachment 1

## CONFLICT OF INTEREST CERTIFICATE

To: Michael McGuire, Contracting Officer

Through: Department of State

From: Christine Allison  
Contractor Employee

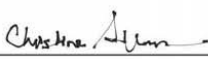
I certify that I am not aware of any matter that might limit my ability to work on contracts and related actions in an objective and unbiased manner or which might place me in a position of a conflict, actual, potential, or apparent, between my responsibilities as a support contractor.

In making this certification, I have considered all my stocks, bonds, and other financial interests, and employment arrangements (past, present, or under consideration) and, to the extent known by me, all the financial interests and employment arrangements of my spouse, my minor children, and other members of my immediate household.

If, after the date of this certification, any person, firm, or other organization with which, to my knowledge, I (including my spouse, minor children, and other members of my immediate household) have a financial interest, or with which I have (or had) an employment arrangement, becomes involved in the acquisition I am responsible for, I will notify the Contracting Officer of this apparent conflict of interest. In such case, until advised to the contrary, I will not participate further in any way (by rendering advice and making recommendations) on the applicable contract and/or related action.

Christine Allison

Name



Signature

8/13/2018

Date

## EVALUATION SPECIALIST: AMUN NADEEM

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Attachment 1

### CONFLICT OF INTEREST CERTIFICATE

To: Michael McGuire, Contracting Officer

Through: Department of State

From: Dexis Consulting Group  
Contractor Employee

I certify that I am not aware of any matter that might limit my ability to work on contracts and related actions in an objective and unbiased manner or which might place me in a position of a conflict, actual, potential, or apparent, between my responsibilities as a support contractor.

In making this certification, I have considered all my stocks, bonds, and other financial interests, and employment arrangements (past, present, or under consideration) and, to the extent known by me, all the financial interests and employment arrangements of my spouse, my minor children, and other members of my immediate household.

If, after the date of this certification, any person, firm, or other organization with which, to my knowledge, I (including my spouse, minor children, and other members of my immediate household) have a financial interest, or with which I have (or had) an employment arrangement, becomes involved in the acquisition I am responsible for, I will notify the Contracting Officer of this apparent conflict of interest. In such case, until advised to the contrary, I will not participate further in any way (by rendering advice and making recommendations) on the applicable contract and/or related action.

Amun Nadeem  
Name

  
Signature

08/07/2018  
Date

## **ANNEX D: LIST OF PROFESSIONAL ASSOCIATIONS FOR NSLI-Y INFORMATION DISSEMINATION**

Information dissemination can include regular newsletter/email updates as well as in-person opportunities to disseminate information through sponsorship of a booth at annual meetings. Several associations have regional sub-organizations, but for NSLI-Y, it is likely most productive to target the national associations.

- American School Counselor Association
- National Association of College Admissions Counselors
- National Association of Secondary School Principals
- American Council of Teachers of Russian
- American Association of Teachers of Slavic and East European Languages
- American Association of Teachers of Korean
- K-12 Korean Language Teachers Association
- American Association of Teachers of Arabic
- National Arabic Teachers Association
- International Hindi Association
- American Association of Teachers of Persian
- American Association of Teachers of Turkic Languages
- South Asian Language Teachers Association (SATA) (South Asian Languages)
- [Council of Teachers of Southeast Asian Languages \(COTSEAL\)](#) (Southeast Asian Languages)
- Chinese Language Teachers Association (CLTA)
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Center for Global Education at Asia Society
- Alliance for the Advancement of Heritage Languages
- Association of Chinese Schools
- National Office of Teaching Chinese as a Second Language (Hanban)
- Center for Applied Linguistics (CAL)
- American Council on the Teaching of Foreign Languages
- National Foreign Language Center
- National Coalition of Less Commonly Taught Languages
- Title VI International and Area Studies National Resource Centers



## **ANNEX E: REPORT ON THE USE OF INTERNATIONAL DATA COLLECTION TOOLS**

### **Implementing Partner Interviews**

Eleven organizations were identified that currently implement the NSLI-Y program, all of which were to be interviewed for the evaluation. Interviews were conducted by phone between November 6, 2018 and November 20, 2018, based on the availability and convenience of the respondents. In total 16 individuals participated in interviews (as some interviews included more than one representative of the organization). Interviews lasted approximately 1 hour on average, with the shortest being 42 minutes and the longest being almost 90 minutes.

### **Local Coordinator Interviews**

At each of the 10 NSLI-Y partners<sup>8</sup> representing the countries in which data was collected, a resident director or local coordinator has significant responsibility for the day-to-day management of the program on the ground. The team therefore also interviewed 30 local coordinators and resident directors (current and past) between April 23, 2019 and August 21, 2019 from the various programs and countries. Interviews lasted approximately 50 minutes on average.

### **Community Service Organization Interviews**

Each of the 10 NSLI-Y partners also provided the names and contact information for one to two community service organizations that had hosted NSLI-Y students during their programs. In total, 24 community service hosts were interviewed between April 23, 2019 and August 21, 2019. Interviews lasted approximately 20 minutes on average.

### **Host Family Focus Groups**

As a result of the opt-in process used to engage host families in the evaluation, a total of 70 host families from across programs and countries opted to participate in the evaluation. A total of 70 participated, most of those who opted in (62) and an additional 8 who decided to participate after the opt-in process (with the encouragement of local coordinators). Focus group discussions were held between April 23, 2019 and August 21, 2019, and lasted approximately 75 minutes on average, with the shortest being 45 minutes and the longest being 2 hours.

### **Host Family Surveys**

Concurrent with the other field work, host family surveys were sent to those who opted to complete the survey online, and calls were made to those who opted to complete the survey by phone. Overall, 205 families opted into the survey at the original invitation (147 for the online

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<sup>8</sup> Russian-American Foundation only operates in Russia and therefore was not included in this group of implementers.

survey and 58 for the phone survey), and an additional 11 host families opted to take the survey after participating in focus group discussions or being referred by the local coordinators (9 in China and 2 in Estonia), for a total 216 families opting in for the survey. In total, 136 families completed the survey (63%). The precise dates the survey was open varied across countries, but in all cases, the survey was open for at least four weeks.

As shown in Table 3 below, 147 host families opted to receive the survey by email, but only 24 completed the survey online. When responses were not forthcoming (and as the total number of families who opted to complete an online survey was small), local data collection teams called to remind families to complete the survey and to offer to conduct it over the phone if that was more convenient. Most families then opted to complete the survey by phone, and a total of 112 host families completed the survey by phone. The survey contained 25 questions, and the average response time was 26.32 minutes (including both phone and online responses). Thirty online surveys were partial and not completed. These were not included in the analysis, as they either were tests by local data collection team members prior to entering phone surveys or contained too little information to include.

**Table 1. Surveys Collected by Country**

	China <sup>9</sup>	South Korea <sup>10</sup>	Latvia	Estonia <sup>11</sup>	Moldova	Tajikistan <sup>12</sup>	Morocco <sup>13</sup>	India	TOTAL
<b>Host families originally opting for online survey (distributed via email)</b>	16	88	8	6	0	5	14	10	147
<b>Host families originally opting for phone survey</b>	0	0	2	1	23	20	12	0	58

<sup>9</sup> In China, some focus group participants had not originally opted in, but elected to complete a survey after participating in the focus group, which accounts for the increase in respondents over the survey opt-in numbers.

<sup>10</sup> The total number in South Korea includes 80 host families for whom American Councils did not run an opt-in process. They felt it would not be problematic for the evaluation team to contact them directly. As the evaluation team had no relationship with the families, however, the response rate was quite low. The email failures were likely due to email addresses being out of date.

<sup>11</sup> In Estonia, the local coordinator identified additional respondents, which accounts for the increase in respondents over the survey opt-in numbers.

<sup>12</sup> In Tajikistan, the host families selected either focus group or survey, but those who participated in focus groups were asked if they would like to also do a survey, and many did, which accounts for the increase in respondents over the survey opt-in numbers.

<sup>13</sup> In Morocco, some focus group participants had not originally opted in, but elected to complete a survey after participating in the focus group, which accounts for the increase in respondents over the survey opt-in numbers.

	China <sup>9</sup>	South Korea <sup>10</sup>	Latvia	Estonia <sup>11</sup>	Moldova	Tajikistan <sup>12</sup>	Morocco <sup>13</sup>	India	TOTAL
<b>Host families opting in during fieldwork phase (in person or phone survey)</b>	9	0	0	2	0	0	0	0	11
<b>Survey email failure</b>	0	9	0	0	0	0	0	0	9
<b>Completed surveys</b>	25	8	5	9	22	34	29	4	136
<i>Completed survey responses via email link</i>	8	8	0	4	0	0	0	4	24
<i>Completed surveys conducted by phone/in person</i>	17	0	5	5	22	34	29	0	112
<b>Partial surveys</b>	3	1	0	2	1	12	10	1	30

## **ANNEX F: REPORT ON THE USE OF DOMESTIC DATA COLLECTION TOOLS**

### **Alumni Survey**

As a result of the opt-in process used to engage alumni in the evaluation, initially 1,269 alumni indicated their interest in participating in a survey, with an additional 144 signing up during the survey period. The alumni survey ran from December 7, 2019 to February 22, 2020. In total, 1,259 individuals started the survey and 1,096 completed the survey. The team was able to reach 70% of the anticipated 1,797 responses reported in the OMB submission. The average survey completion time was 36 minutes and 37 seconds (compared to an expected 11.3 minutes). Forty-three respondents seem to have started and finished on the same day over multiple sessions. For instance, they started at 12:13 am but did not submit until 7:22 pm. One hundred forty-four respondents started one day but came back and completed days later. The range of days from start to end was 0-57. The overall alumni response rate (for answering any of the survey questions) was 21.3%.

### **Parent Survey**

As a result of the opt-in process used to engage parents in the evaluation, initially 1,189 parents indicated their interest in participating in a survey, with an additional 32 signing up during the survey period. The parent survey ran from December 7, 2019 to February 22, 2020. In total, 849 individuals started and 775 completed the survey, well above the 701 expected responses reported in the OMB submission. The average survey completion time was 25 minutes (compared to an expected 8.6 minutes). The average is based on the number of parents who appeared to finish the survey in one sitting (no more than 2 hours). For parents that took two hours or more to complete the survey, the duration ranged from two hours to three months. The overall parent response rate (for answering any of the survey questions) was 7.5%.

### **Alumni Focus Groups**

As a result of the opt-in process used to engage alumni in the evaluation, a total of 321 alumni from 6 metro areas indicated their interest in participating in a focus group. The team held 11 in-person focus groups and 3 virtual focus groups, with a total of 65 participants. Alumni focus group discussions were held between December 11, 2019 and February 18, 2020, and lasted approximately 90 minutes on average, with the shortest being 55 minutes and the longest being 2 hours.

### **Parent Focus Groups**

As a result of the opt-in process used to engage parents in the evaluation, a total of 436 parents indicated their interest in participating in a focus group. The team held 9 in-person focus groups and 3 virtual focus groups, with a total of 84 participants. Focus group discussions were held between December 10, 2019 and February 8, 2020, and lasted approximately 75 minutes on average, with the shortest being 1 hour and the longest being 2 hours.

### High School Administrator Interviews

During the domestic data collection phase, the evaluation team was able to complete 12 interviews with U.S. high school administrators. The minimum interview time was 8 minutes, the maximum time was 40 minutes, and the average time was 28 minutes.

### US-Based Resident Director Interviews

During the domestic data collection phase, the evaluation team conducted additional interviews with the resident directors based in the U.S. A total of four interviews were completed over the phone. The interview calls took between 30 and 45 minutes on average.